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ABSTRACT

The first section of this guide presents the Individualized Career Education Planning (ICEP) system, which provides major organizing and implementing components for comprehensive, individualized career guidance and instruction including: ICEP forms for recording career development goals and short-term objectives, guidance and instructional activities, and students' present level of career related skills and proficiencies; an assessment plan; and step-by-step plans for professional and peer group counseling related to career education. The system is computerized and may be used with all K-12 students and in continuing education. The ICEP system divides career education into five developmental stages: awareness, orientation, exploration, preparation, and participation. The second section of the guide, arranged by curriculum subject matter, presents instructional strategies designed to integrate career education into curriculum activities. Each strategy specifies the following: career development goal (at one of the five stages of development), grade level, subject area, short-term objectives, and activities. The curriculum areas are: language arts, mathematics, science, social studies, health, music, art, physical education, English, home economics/industrial education, business education, foreign languages, and interdisciplinary studies. The third section of the guide provides the computerized forms for ICEP. A list and description of the basic skills appropriate for students, according to grade level and subject matter area, is attached. (WAS)

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Individualized Career Education Plan

(ICEP)

K-12

and

Comprehensive Career
Guidance System

Written By

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CG 016833

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Second Edition

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INDIVIDUALIZED CAREER EDUCATION PLANNING (ICEP) SYSTEM

The Individualized Career Education Planning (ICEP) System outlined here has been developed over the past several years in cooperation with personnel from many of the school districts in Riverside County. Originally developed for use with secondary and continuing education students, the ICEP System is currently being implemented on a K-12 basis largely due to the interest and work of teachers, counselors, and administrators in school districts throughout Riverside County.

The ICEP System provides major organizing and implementing components for a comprehensive, individualized guidance and instructional system for career education. These components included ICEP Forms for periodic recording of career development goals and short term objectives, guidance and instructional activities, and present level of career related skills and proficiencies; an assessment plan; and step-by-step plans for professional and peer group counseling related to career education. The system is computerized and may be used with students of all levels, K-12, and in continuing education programs.

WHAT ARE THE MAJOR CHARACTERISTICS OF THE ICEP SYSTEM?

The ICEP System is designed to facilitate desired career education outcomes of a school or district. It is a system which:

- Assists students in their personal, social, educational, and career development;
- Recognizes that individuals need a personalized and developmental approach to learning and guidance experiences;
- Assists students in the development of basic skills and appropriate job entry competencies;
- Develops a positive learning environment;
- Orients services and curriculum toward the future;
- Provides for human equity;
- Utilizes all available resources in school and community, both human and material;

- Provides a tool for gathering information and planning;
- Provides a program for training outstanding high school students to serve as Peer Group Counselors;
- Utilizes a participatory approach to systemmatic planning, implementation and evaluation.

PHILOSOPHY OF THE ICEP SYSTEM

The Individualized Career Education Planning (ICEP) System will guarantee career education for all students. It is a novel approach for preventing individuals graduating or leaving school ill-equipped to cope with the complexities of a modern technological society. It is an attempt to increase the career options available to individuals by adequately identifying and prioritizing career education concepts through various processes to facilitate more rational and valid career planning and preparation.

The ICEP System is a process for infusing the phases of career education into a total educational system for students in grades K-12. It is designed in sequence and postured to emphasize all career educational development stages. It is a systemmatic attempt to broaden and strengthen elements of the school relevant to life's purpose and stimulate interest and participation of the student in a career educational growth process.

THE GOALS OF THE ICEP SYSTEM

1. To guarantee each student an Individualized Career Education Plan that incorporates career counseling and guidance.
2. To insure that educational and career needs of students are systematically identifed and achieved.
3. To assist local schools in articulating from level to level activities that will guarantee career developmental goals for all students.
4. To assist the school districts in identifying and developing the school district's philosophy of career education.
5. To assist the school districts in organizing and structuring objectives for achieving the appropriate planning, organizing, developing and evaluating career education programs and activities, and providing in-service to district staff.
6. To assist the school districts in organizing and implementing components for a comprehensive individualized guidance instructional system for career education.
7. To establish a positive system of information gathering by utilizing the ICEP system as a management tool.

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*California Cooperative County Course of Study, 1981-84, pg. 93.

The following planning objectives and related action plans are recommended to Local Educational Agencies (LEA's) for maximizing the benefits which can be derived from the ICEP System. School districts are encouraged to use these planning objectives as a guide for implementing the ICEP System at the elementary school levels, middle school levels, and secondary school levels. When appropriate, consideration should be given to involving private industry and community agencies in the planning process. The ICEP goals will include the following planning objectives.

	Planning Description	
Planning Objectives	Action Plans	Time Lines
Provide the selected staff with an overview of the general application and implementation strategies for implementing an ICEP system.	Establish workshops for orientation to the ICEP system; form committee for organizing program.	
Develop and implement a series of planning workshops, supported by information and materials; designed to affect key staff persons in the planning process.	Identify key staff persons to be assigned to the planning phase. Retain the services of staff persons who can assist in an in-service training session for the above.	
Prepare school personnel to develop career development goals and short-term objectives for using the ICEP system as a tool for assessing students' academic and career needs.	Establish two work sessions with interested teachers and counselors to discuss methods and strategies for determining what career activities exist in the curriculum area.	
The district representative will assist the school's appointed staff in utilizing the ICEP computerized system for establishing priorities in career development.	Establish one work session with counselors and interested teachers to discuss methods for making use of the infusion process for implementing career education activities into curriculum as needed.	
District representative will assist the school in making available counselor or advisory time to facilitate the evaluation of and prioritizing career data.	One work session between the school representative and designed staff will explore potential ICEP delivery and management system taking into consideration, methods and procedures; prepare and develop career goals for all students.	

Planning Description

Planning Objectives	Action Plans	Time Lines
District representative will assist school staff, as needed, in the final stages of the process for preparing counselors, teachers, students, and parents for the implementation of the ICEP-system.	Two workshops for the purpose of reviewing the progress to date and establishing an implementation plan.	
The school representative will manage the implementation plan and monitor its progress at the school.	Specify methods for implementing the ICEP system.	
School representative will provide special guidelines if needed to insure that the ICEP system includes the needs of all students.	Identify materials for assisting teachers, and presenting career education activities to their students.	
	The district representative will review all procedures and policies in order to assist the school to meet its needs in implementing the ICEP system.	
Consultive services will be available at all times to assist the school districts in the implementation of the ICEP system.	School representative will be provided by the district with a list of resource people and materials to support the ICEP operation.	
	Develop and utilize a survey to be completed at the conclusion of each workshop evaluating the effectiveness of the workshop in meeting its stated objectives.	
	Develop an instrument to measure the overall effectiveness of the ICEP system.	

STAGES OF DEVELOPMENTAL GROWTH IN THE ICEP SYSTEM

Career education, as implemented in the ICEP System, is a developmental process divided into five stages. These stages and their objectives are as follows:

1. Career Awareness: Self-Awareness; Occupational Awareness; Attitude Development; Educational Awareness; Economic Awareness; Basic Skills. Grades K-6

   In the awareness stage, which occurs during the elementary levels of school, employment is presented as an essential part of a person's life. Students become aware of the wide variety of available occupations through direct experiences and use of various types of instructional media. In this phase, students also develop a better understanding of themselves and of the differences between work and play. They become familiar with the jobs held by members of their immediate families; school personnel, and persons in the neighborhood and community.

2. Career Orientation: Consumer Competencies; Career Orientation; Basic Skills. Grades 7-8

   In the orientation stage, each student begins to identify his/her own interests and relates them to various work activities. Development of a positive self-concept and the ability to get along with others are important parts of personal development at this stage.

3. Career Exploration: Career Planning and Decision Making. Grades 7,8,9

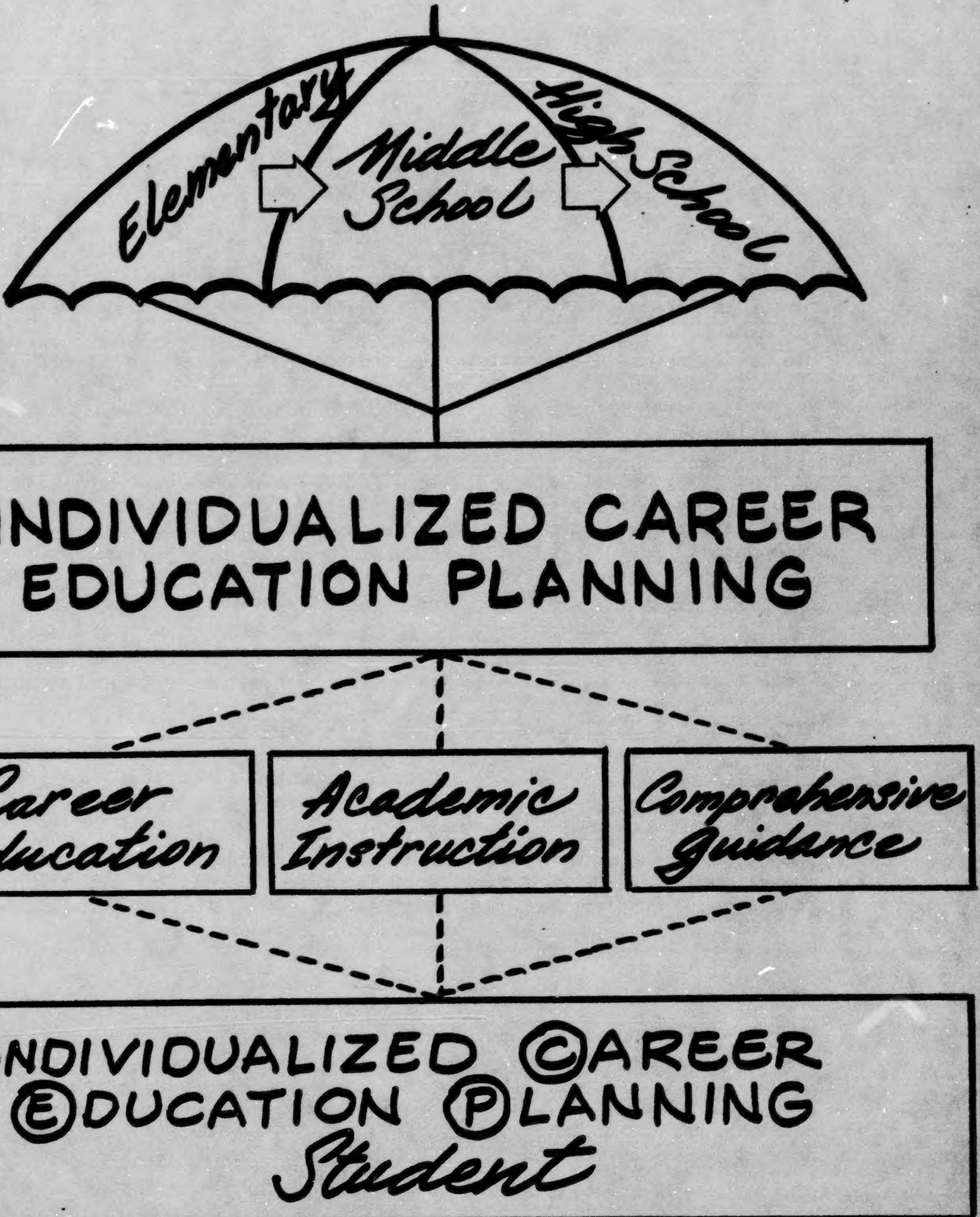
   During the exploration stage, students begin to formulate some decisions about career choices, to examine their own strengths and limitations, and to explore certain jobs in order to gain information about their requirements and responsibilities. Adolescence creates new personal development problems and opportunities.

4. Career Preparation: Career Preparation; Career Responsibility. Grades 9,10,11

   The preparation stage occurs during the early years of high school. Throughout this phase, opportunity is provided for students to study many different occupations and occupation clusters and to develop entry level skills in personal development areas, such as responsibility for one's actions, as well as in communication and mathematical areas. Development of social relationships is also important at this stage.

5. Career Participation: Job Experience; Performance of Tasks and Duties. Grades 11-12

   In participation, the final stage, students are given opportunities to become involved in a job and have other experiences which develop confidence in their ability to perform a variety of tasks and duties; to recognize interests and abilities; to become more emotionally mature; to develop work attitudes and values; to sharpen their decision making skills, and to learn how to adapt to new and changing conditions.


Elementary
Middle School
High School
INDIVIDUALIZED CAREER EDUCATION PLANNING
Career Education
Academic Instruction
Comprehensive Guidance
Ⓘndividualized Ⓒareer Ⓔducation Ⓟlanning
Student

What is the Organizational Structure of the ICEP System?

The chart on this page shows how the ICEP System can be incorporated into a K-12 educational system.

ICEP INFUSION STRATEGIES

The ICEP system can be successfully used as a basis for career education and guidance. It has been successfully used in Youth Work Experience, Regional Occupation Programs, Career Center activities and independent study situations. But, in order to incorporate it into a K-12 educational system, the infusion strategy must be used to integrate career education concepts into the total educational structure.

Infusion is a strategy to integrate, by subject-matter, career education into curriculum activities. It seeks to blend career and academic activities for all students at all levels.

The following instructional strategies are provided to aid school personnel in maximizing the use of the infusion process and to prepare students to enter the next level of career development goals, short term objectives, and activities to meet the objectives (career/academic).

LANGUAGE ARTS

1

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: K

SUBJECT AREA: Language Arts/Art

SHORT TERM OBJECTIVE: Pupils will become aware of the occupations of people in their own families and neighborhoods.

ACTIVITIES (Career/Academic):

Class discussions to introduce topic.

Class discussion where students discuss likes and dislikes of family members, neighbors, and friends with regard to their occupations.

Students will participate in class discussion of workers likes and dislikes of family members, neighbors, and others.

Students will make posters of people in jobs.

2

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 1

SUBJECT AREA: Language Arts/Music/Math/Science/Art

SHORT TERM OBJECTIVE: Students will be able to identify personal attributes that make them unique.

ACTIVITIES (Career/Academic):

Students will get acquainted with their physical self.

Students will keep a personal growth chart, birth date, fingerprints, footprints, height, and weight.

Students will view filmstrips dealing with personal attributes.

3

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Language Arts/Social Studies

SHORT TERM OBJECTIVE: Students will share occupations of family members who work and classify those occupations according to goods or services produced.

ACTIVITIES (Career/Academic):

Students will discuss family members' occupations.

Students will examine books related to service or production workers.

4

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 2

SUBJECT AREA: Language Arts/Drama/Social Studies

SHORT TERM OBJECTIVE: Students will be able to identify different feelings that people have about work.

ACTIVITIES (Career/Academic):

Students will play an association game with the participation of the teacher.

Students will design skits which depict feelings associated with work.

5

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 3

SUBJECT AREA: Language Arts/Social Studies

SHORT TERM OBJECTIVE: Given an opportunity to discuss various emotions, the students will be able to analyze the behavior resulting from those emotions.

ACTIVITIES (Career/Academic):

Students will use books or pictures to develop vocabulary words that describe emotions.
Students will use creative dramatics to show various emotions.
Students will be shown filmstrips or listen to records that deal with feelings.

6

CAREER DEVELOPMENT GOAL: Education Awareness

GRADE LEVEL: 3

SUBJECT AREA: Language Arts

SHORT TERM OBJECTIVE: Students will develop an awareness that the ability to communicate effectively helps a person work well with other people.

ACTIVITIES (Career/Academic):

Students will dramatize certain situations - for example:

A man needs a job. He looks in the want-ad section of the newspaper. He can't read. What problems will he have?

A telephone operator doesn't know how to listen. What problems will there be?

A car-hop takes orders for food. The car-hop can't write. What problems will occur?

7

CAREER DEVELOPMENT GOAL: Orientation

GRADE LEVEL: 4

SUBJECT AREA: Language Arts

SHORT TERM OBJECTIVE: Given three instructional periods in business-oriented telephone techniques, 100% of the students will demonstrate the ability to perform routine telephone tasks.

ACTIVITIES (Career/Academic):

Students will review booklet on telephone techniques provided by the telephone company.

Students will practice using telephone in role playing situations.

Students will listen to a representative from the telephone company.

8

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 4

SUBJECT AREA: Language Arts

SHORT TERM OBJECTIVE: Students will learn interview techniques from appropriate persons in a media field and use these skills to research and report on lifestyle of individuals in their community.

ACTIVITIES (Career/Academic):

Students will have a general discussion on attitudes and lifestyles.

Select and interview different parents and school personnel.

Students will report to class on an interview conducted (oral or written report.)

9

CAREER EDUCATION GOAL: Self Awareness

GRADE LEVEL: 4

SUBJECT AREA: Language Arts/Reading

SHORT TERM OBJECTIVE: Students will be able to furnish evidence that environmental elements may impinge on an individual's career development.

ACTIVITIES (Career/Academic):

Students will read sections of biography showing where an individual development career was impinged.
Students will give a first person report--teacher asks the questions and students will take part of biography character.

10

CAREER EDUCATION GOAL: Attitude Development

GRADE LEVEL: 5

SUBJECT AREA: Language Arts - Creative Writing

SHORT TERM OBJECTIVE: Each student will prepare a two-page story on the topic of the value of workers to our culture, in the past or present.

ACTIVITIES (Career/Academic):

Students will write stories on the accomplishments of pioneers in the old west, the astronauts of today, the early settlers in the midwest, the Kennedys, Nobel winners, etc. Students will present a synopsis of their writing to the class in verbal form.

11

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Language Arts

SHORT TERM OBJECTIVE: Each student will develop the ability to write a letter of job application, a resume, and be able to participate in an oral interview.

ACTIVITIES (Career/Academic):

Students will participate in classroom activities dealing with basic skills. Each student will develop a personal resume, write a letter of application for a job, and role play a job interview situation.

12

CAREER DEVELOPMENT GOAL: Educational Awareness

GRADE LEVEL: 5

SUBJECT AREA: Language Arts/Social Studies

SHORT TERM OBJECTIVE: Students will be able to recognize that there are different kinds of schools that provide training in diverse occupational skills.

ACTIVITIES (Career/Academic):

1. Students will read books or stories that bring out the various types of education for work.
2. Students will list types of schools in the area. Make a chart of those schools.

13

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 5

SUBJECT AREA: Reading/Language Arts/Social Studies/Art/Math

SHORT TERM OBJECTIVE: Student will be able to recognize and list occupations that are oversupplied and undersupplied at any given time.

ACTIVITIES (Career/Academic):

Students will interview parents and grandparents about jobs that existed when they were young, but no longer exist.

Students will discuss about the changing jobs as related to various industries such as automobile, bottling, packaging.

Students will take field trips to observe supply or oversupply of employment as known in the past and today.

14

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 6

SUBJECT AREA: Language Arts

SHORT TERM OBJECTIVE: Each student will have an opportunity to acquire information on specific occupations, and will relate occupational choice to projected life style.

ACTIVITIES (Career/Academic):

Given the instruction for the development of skills in listening, speaking, reading, thinking, writing, researching, and interviewing, the students will fill out job applications, ask questions, participate in an interview or write a letter for the purpose of acquiring information or pursuing a job.

15

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Language Arts

SHORT TERM OBJECTIVE: Students will be aware of a variety of occupations related to air travel. They will be able to identify the abilities and skills needed in at least 3 related occupational areas.

ACTIVITIES (Career/Academic):

Students will view films on air transportation.

Students will be visited by airline employee within the classroom and will have the opportunity to ask questions.

Students will act out, in classroom simulation, an airplane trip.

16

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 6

SUBJECT AREA: Language Arts/Reading/Writing

SHORT TERM OBJECTIVE: Students will list 10 occupations that require a knowledge of language skills.

ACTIVITIES (Career/Academic):

Students will have a class discussion about occupations that are related to English.

Students will list reading and writing skills that are common to most jobs.

Students will choose from a list an occupation to research.

MATHEMATICS

17

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: K

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Shown photos or pictures of 10 occupational roles, the students will be able to identify at least three.

ACTIVITIES (Career/Awareness):

Students will play a game called "Hot Spot." Numbers are scattered on the floor. Teacher calls an occupation. Students look at charts and run to the number on the floor that matches that occupation.

18

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: K

SUBJECT AREA: Math/Art/Language

SHORT TERM OBJECTIVE: Each student will be able to name 3 difference occupations from those discussed.

ACTIVITIES (Career/Academic):

Students cut and paste magazine pictures of people in different occupations on a mural. They count the number they have found.
Occupations on mural are identified by number. Students have card with numerals and match card to number on the mural.

19

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 1

SUBJECT AREA: Math/Science/Language Arts

SHORT TERM OBJECTIVE: Each student will demonstrate an understanding of basic carpentry skills.

ACTIVITIES (Career/Academic):

Students will learn various skills in building a house and the basic tools of woodworking. Construction industry volunteers, parents, and teachers could assist in the more complex tasks.

Students will pick an occupation in construction and find out as much as possible about it.

20

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 1

SUBJECT AREA: Mathematics

SHORT TERM OBJECTIVE: Given the basic knowledge of weights and measures, the student will demonstrate ability to describe situations and define objects in basic terminology.

ACTIVITIES (Career/Academic):

Students will compare other students in terms of taller, shorter. Trees and shrubs, buildings and other objects can be described using the basic words also.

21

CAREER DEVELOPMENT GOAL: Educational and Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Students will develop an awareness of the relationship between educational preparation and occupational skills.

ACTIVITIES (Career/Academic):

Students will make a list of people they know who use math and how they use it. Teacher will have students make a list of any person that they can think of who never uses math.

22

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 2

SUBJECT AREA: Math/Language Arts/Art

SHORT TERM OBJECTIVE: Students will be able to identify how their interests, abilities and attitudes are different than those of their friends.

ACTIVITIES (Career/Academic):

By using the number line, the students will make a long line on a large sheet of paper or on rolled paper. At 5 number intervals, they will draw pictures of things that interest them.

23

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: The students will develop an awareness that ability in math can affect career choices.

ACTIVITIES (Career/Academic):

Students will research and list careers that use math in problem-solving and careers which use measurement.

Students will make another list stating which careers (a) use a time schedule, (b) handle money, (c) use geometry, (d) use fractions.

24

CAREER DEVELOPMENT GOAL: Consumer competency

GRADE LEVEL: 3

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Students will develop an understanding of the value of money, and how people purchase goods based on wise selection.

ACTIVITIES (Career/Academic):

Students will participate in class activity on adding and subtracting of whole numbers and decimals. They will be given basic consumer ideas, and work on rapid computation.

25

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 4

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Students will be able to demonstrate use of metric measurement, how it is used in everyday life, and relate its use to the work world.

ACTIVITIES (Career/Academic):

Students will study metric system.
Students will participate in discussion of how metric measures are used in industry.
Students will develop questions for discussion with auto dealer.
Students will examine bicycles for metric measured parts.

26

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 4

SUBJECT AREA: Math/Language Arts

SHORT TERM OBJECTIVE: Students will be able to discuss several occupations affecting the life style of an individual.

ACTIVITIES (Career/Academic):

Students will write a short essay, "A Day in the Life of ________" (Someone they idolize), telling what his/her career is like.
Students will do a biographical sketch on a person who has influenced them. Choose one whose life style has changed.

27

CAREER DEVELOPMENT GOAL: Career Planning and Decision-Making

GRADE LEVEL: 5

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Students will develop an awareness of the elements of the decision-making process, and will demonstrate the ability to solve math puzzles.

ACTIVITIES (Career/Academic):

Students will participate in discussion of approaches to planning, problem solving and decision making. They will work out solutions to puzzles and games using math skills. Discussion of how these decision making skills apply to life situations will be conducted.

28

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 5

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Provided the basic math skills in computation with decimals and whole numbers, the students will be able to devise a money management system on a simulation basis.

ACTIVITIES (Career/Academic):

Students will each have a business operation. Other students will role play purchasing situations, and all students will be required to keep accurate records of transactions.

29

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 6

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: Students will demonstrate an understanding of the value and use of money.

ACTIVITIES (Career/Academic):

Students will use newspapers, magazines, and other materials in planning a monthly budget. Given the various foods, products, and services advertised, students will develop a budget.

30

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Math/Social Studies/Art

SHORT TERM OBJECTIVE: Each student will demonstrate an awareness of the use of mathematical measurement in scale drawing.

ACTIVITIES (Career/Academic):

Students will use basic math skills in laying city out to scale.
Students plan the various community elements, business, industry, etc., and discuss the occupations involved. Skills of social sciences are incorporated.

SCIENCE

31

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: K

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will develop an awareness that there are people who help the trees in a forest to grow.

ACTIVITIES (Career/Academic):

Students will role play a "tree" drama.
With charcoal, paint, or crayons, the students will illustrate how trees look at different stages of growth.

32

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: K

SUBJECT AREA: Science/Language Arts

SHORT TERM OBJECTIVE: Students will be able to name 3 careers in science.

ACTIVITIES (Career/Academic):

Students will role play being scientists.
Students will conduct an experiment.

33

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 1

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will be aware of how science helps people who grow things.

ACTIVITIES (Career/Academic):

Students will observe and interview workers at a local nursery. By using the information learned, they will plant seeds and take care of their garden.

34

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Science/Art

SHORT TERM OBJECTIVE: Students will develop an awareness that science helps many people in their work.

ACTIVITIES (Career/Academic):

Students will name all the things that scientists had no part in.
Students will discuss how knowing about science helps people make tools. They will make tool and occupation cards.

35

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will be able to tell what special training a scientist must have.

ACTIVITIES (Career/Academic):

Students will observe the experiment.

Students will interview the secondary students regarding their career goals. (In the interview, the secondary students should bring out the special training a scientist must have and how a good general education is a necessary foundation for future specialized training.)

36

CAREER EDUCATION GOAL: Career Planning and Decision-Making

GRADE LEVEL: 3

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will develop an awareness of the concept that initial conclusions may have to be altered on the basis of additional observations and information.

ACTIVITIES (Career/Academic):

Students will be instructed in basic concepts of plant classification, the characteristics of developing plant life, necessary condition and changes in evolvement from stage to stage. Students can have their own seeds planted in milk cartons or other containers.

37

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will be able to identify occupations which utilize scientific knowledge.

ACTIVITIES (Career/Academic):

Students will determine what people in other occupations use science and invite them as speakers. The students will keep a notebook on the training and educational preparation necessary for each job.

38

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 4

SUBJECT AREA: Science/Health

SHORT TERM OBJECTIVE: The students will be able to name at least 5 occupations dependent on produce production. They will become aware of the interaction between producer, processers, and consumers.

ACTIVITIES (Career/Academic):

Students will prepare, plant, maintain and harvest a garden on the school grounds. Personnel from nursery or agriculture department can explain proper planting and care procedures to produce a good yield. Grocer and/or fruit stand operator can explain buying and selling procedures. Health food store person and/or nutritionist can explain preparation of food for consumption.

39

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 4

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will recognize the important aspects of analyzing, investigating and planning, as it relates to science, and also to future occupational situations.

ACTIVITIES (Career/Academic):

Students will participate in investigation of scientific situations by determining what has happened, and predicting what will happen if there are certain elements added or deleted. Students will relate the electrical system to the world of work.

40

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 5

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will identify at least 5 recent inventions and describe changes in life styles of people who use these inventions.

ACTIVITIES (Career/Academic):

Students will be given text and supplementary materials which illustrate the relationship of science to occupations, with the jobs and job changes in the labor market which have resulted from inventions and scientific developments. Students will role-play people affected by new inventions which affect life styles of people.

41

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 5

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will be able to have an understanding of some of the contributions of science to changes in occupations.

ACTIVITIES (Career/Academic):

Students will read biographical material of some of the notable inventors of things that have contributed greatly to change. Those people in the field of science who have made major contributions will be discussed and their education, work and lifestyle explored. Students will examine the changes in occupations which have been a result of inventions in science.

42

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 6

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will be able to select 5 occupations from a list of 10 (Agri-business cluster) that would help to solve the world's food problem.

ACTIVITIES (Career/Academic):

Students will explore questions regarding where the food people eat comes from.
Students will discuss what will happen if the population continues to increase and the food supply does not.
Students will discuss the use of modern techniques in agriculture.

43

CAREER DEVELOPMENTAL GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Science/Art

SHORT TERM OBJECTIVE: Students will be aware of the impact of space exploration on societal changes, as evidenced by their ability to list occupations that have only been in existence since the 1960's.

ACTIVITIES (Career/Academic):

Students will read units in text on astronomy.
Students will be shown films on space and have discussion.
Students will discuss workers in the field of space travel and resource books and materials will be utilized.

44

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Science/Language Arts/Reading

SHORT TERM OBJECTIVE: The student will be able to list and describe ten occupations related to domestic and wild animal care.

ACTIVITIES (Career/Academic):

Students will compile a list of occupations related to animal care.
Students will take field trips to the zoo, pet store, vet hospital.
Students will conduct a survey on the locations of local animal food suppliers: from supermarkets to grain and hay distributors.
Students will read novels and biographies about animals.

45

CAREER DEVELOPMENT GOAL: Consumer Education

GRADE LEVEL: 6

SUBJECT AREA: Science/Art

SHORT TERM OBJECTIVE: Given a demonstration of space exploration on film, with emphasis on fuel of space vehicles, students will be aware of the significance of energy, its sources, its utilization, and the energy crisis.

ACTIVITIES (Career/Academic):

Students will have study of space travel, study of our resources, petroleum supplies, and production.

Students' study will make mockups of space vehicles.

Students will develop posters of rockets and other modes of transportation.

Students will study about fuel for various vehicles, i.e., diesel fuel, gasoline, liquid oxygen, and others.

SOCIAL STUDIES

46

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: K

SUBJECT AREA: Social Studies/Music/Language Arts

SHORT TERM OBJECTIVE: The students will be aware that people have many kinds of careers and be able to demonstrate one way in which this relates to his present studies.

ACTIVITIES (Career/Academic):

Ten students at a time parade around a circle. When the music stops, students will tell about their occupations and one thing they are learning in school that will help them.

47

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: K

SUBJECT AREA: Social Studies/Language Arts/Science/Health

SHORT TERM OBJECTIVE: Students will be able to tell how they differ physically from a friend.

ACTIVITIES (Career/Academic):

Pair students, like and unlike, in appearance. Students will observe themselves in mirror and discover how they differ.
Students will examine and compare inanimate objects as to how they are alike and how different, examples: pencils, nuts, leaves, blocks, balls, stones, skills.
Students will study fish in an aquarium, comparing likenesses and differences (or dogs, other pets.)

48

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 1

SUBJECT AREA: Social Studies/Language Arts/Physical Education

SHORT TERM OBJECTIVE: Students will be able to tell ways in which work provides opportunity to enhance dignity and worth.

ACTIVITIES (Career/Academic):

When assigning room responsibilities which everyone wants to do, take time to discuss why students like to do the tasks.
Discuss home jobs. What jobs do you like? Which do you hate? Why?

49

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 1

SUBJECT AREA: Social studies/Language Arts/Music/Art/Physical Education/Science

SHORT TERM OBJECTIVE: After exploring the changing world of work, students will be able to list 5 reasons for which a person may work.

ACTIVITIES (Career/Academic):

Students will discuss activities which they do for fun and which adults do to earn a living.
Students will view filmstrips that show how hobbies may lead to vocation.
Invite someone to show and discuss his/her hobby.
Have a hobby show. Let students demonstrate what work is done to prepare material in relation to their hobbies.

50

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will develop an understanding of the responsibilities of people in the transportation field.

ACTIVITIES (Career/Academic):

A bus driver will visit the classroom to discuss with students the various aspects of local transportation, and the role and function of drivers.
Students will have a local bus trip.
Students will role play: driver, passengers, and others involved.

51

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Social Studies/Art

SHORT TERM OBJECTIVE: Students will be able to name 5 basic occupations. They will become aware of people who provide services and those who produce goods.

ACTIVITIES (Career/Academic):

Students will discuss a typical day in their life and various occupations that touch each phase of their daily activities.

52

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 2

SUBJECT AREA: Social Studies/Art

SHORT TERM OBJECTIVE: Students will develop an understanding of how people work to acquire income to buy goods and services.

ACTIVITIES (Career/Academic):

Students will listen to stories of how people work and the variety of jobs in the community. Instruction includes the concept of salary and wages, and how people use this money for food, clothing, shelter and other goods and services. The students participate in the grab bag game, taking turns selecting an item. If it is not an item wanted, the students may make trades with others.

53

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 3

SUBJECT AREA: Social Studies/Health/Music/Language Arts

SHORT TERM OBJECTIVE: Students will be able to identify and define at least 5 characteristics of dignity.

ACTIVITIES (Career/Academic):

Students will read a story showing a struggle for worth, such as Little Toot, The Little Engine That Could.
Elicit aid of any member of school family to describe job responsibilities.
Students will read stories and view filmstrips dealing with manners and courtesy.
Invite a nurse to discuss good grooming and cleanliness.
Discussion of personal appearance as it relates to job image.

54

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Having participated in an analytic study over a six week period, students will be able to identify 5 or more job components related to a construction project at a school site.

ACTIVITIES (Career/Academic):

Students will observe workers.
Students will have interviews in classroom.
Students will examine tools and machines in use at the construction site.

55

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 3

SUBJECT AREA: Social Studies/Language Arts

SHORT TERM OBJECTIVE: The students will be able to analyze and identify situations where workers' cooperation are needed.

ACTIVITIES (Career/Academic):

Construct a supermarket in the classroom and role-play jobs. Follow up with discussion about cooperation and its necessity.
Students will watch football game and discuss team cooperation involved in all sports.

56

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 4

SUBJECT AREA: Social Studies/Language Arts/Math/Science

SHORT TERM OBJECTIVE: Students will be able to cite how various occupations have helped family and neighbors to have a better life.

ACTIVITIES (Career/Academic):

Show a piece of small machinery and discuss how it has helped contribute to a better life.

Dramatize songs related to work activities. Compare old and new methods of work.

Field trips to places where old and new occupations can be compared.

Students will compare early number systems to present day number systems.

Students will draw, collect pictures or toys that compare old and new ways of production.

Students will view an old and a new film.

57

CAREER DEVELOPMENT GOAL: Educational Awareness

GRADE LEVEL: 4

SUBJECT AREA: Social Studies/Language Arts

SHORT TERM OBJECTIVE: Students will be able to match occupations to educational preparation.

ACTIVITIES (Career/Academic):

Students will interview school and community personnel. Ask what they had to learn before they could do their job.

Students will view films or filmstrips dealing with occupational requirements.

58

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 4

SUBJECT AREA: Social Science/Health/Science

SHORT TERM OBJECTIVE: Students will develop an awareness of the number of workers involved in handling merchandise before it reaches the consumer.

ACTIVITIES (Career/Academic):

Students will work in committees and trace the food back to all workers who handled the food before it reached them.

59

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Social Studies/Language Arts/Music/Art

SHORT TERM OBJECTIVE: Students will be able to recognize and list 15 contributions that 3 chosen occupations have made to the advancement of society.

ACTIVITIES (Career/Academic):

Research: (Salk, diseases), agronomy, air conditioning, music art.
Trace development of an invention which has made a contribution to society; car, light bulb, plastic industry, space program (food, teflon dishes).
From a list of occupations offered by the class or teacher, have students, in group of four, answer the question, "How does this occupation you have chosen help society progress?"
Speaker with discussion of commercial art: promotion of product, designs, etc.

60

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will be able to identify different photographs of occupations related to the construction industry.

ACTIVITIES (Career/Academic):

Students will develop a list of all of the crafts related to the construction industry. From the community, construction company workers and representatives will be invited to participate in class discussions with the students. Students will take field trips to some construction sites, and will prepare lists of occupations observed.

61

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will be able to identify occupations in business and industry in the locale of the school.

ACTIVITIES (Career/Academic):

Students will work on map reading skills and also will be able to locate and identify various places of business, manufacturing firms, professional services and other occupational areas. Discussions of work and workers, the total community environment, and variety of work places will assist students in understanding of the variety of occupational roles.

62

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Social Studies/Science

SHORT TERM OBJECTIVE: Students will be able to list 10 occupations related to a rubber industry and 10 ways on how this industry meets community needs.

ACTIVITIES (Career/Academic):

Students will view films of rubber company operations.
Make a field trip through a rubber company.
Students will discuss career opportunities available in the rubber industry.

63

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 5

SUBJECT AREA: Social Studies/Language Arts/Math/Art

SHORT TERM OBJECTIVE: Students will be able to identify ways in which job specialization creates interdependency.

ACTIVITIES (Career/Academic):

Students will create an advertising project for a company and list management people that would be involved in the kind of cooperation needed.

64

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Each study will develop the fundamental skills of using maps, and will identify specific occupations that exist primarily in certain geographic regions of the country.

ACTIVITIES (Career/Academic):

Students will put occupations of people on a slip of paper. These occupations will have been discussed in the lesson on the geography of the nation, and the economy of each area will define many occupations. Students draw slips of paper from a box, and fasten these to the map. The slips would say for example, "I am a farmer, I raise corn and pigs. The soil is rich, and the summers are hot," or "I work on an offshore oil rig."

65

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 6

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will be able to list 5 responsibilities of a small business enterprise.

ACTIVITIES (Career/Academic):

Students will discuss and list as many types of small businesses as they can think of.
Students will visit several small local business operations.
Students will view slides and films.
Students will list advantages and disadvantages of owning a small business.

66

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 6

SUBJECT AREA: Social Studies/Mathematics

SHORT TERM OBJECTIVE: Students will be able to identify necessary conditions for achieving financial solvency by participating in daily simulation of the operation of a bank and a variety of businesses.

ACTIVITIES (Career/Academic):

Class will simulate a daily business and banking session at which time services and products are bought and sold with "play" money.

Class will evaluate the ongoing experiences.

67

CAREER DEVELOPMENT GOAL: Consumer Competencies

GRADE LEVEL: 6

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: After selecting certain occupational clusters for study, students will determine socioeconomic status of workers in various occupations.

ACTIVITIES (Career/Academic):

Students will investigate salary ranges of occupations they have selected. Interviews with workers, visits to class. Job categories can be ranked according to possible monetary rewards.

Work can be classified according to social contributions.

Students will discuss values and valuing as it pertains to occupational choice, purchasing power, and contributions to society.

68

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 6

SUBJECT AREA: Social Studies/Health

SHORT TERM OBJECTIVE: By the end of the 6th grade, each student will be able to identify personal aspirations and abilities as related to tentative career choice.

ACTIVITIES (Career/Academic):

Class discussions of individual differences and societal patterns. Students will participate in self-assessment, and in the relationship between personal goals, abilities, and interests.

Students will be able to identify strengths and weaknesses and understand the uniqueness of individuals. Lists will be prepared for matching these.

As a result of exposure to various occupations and life styles in the home, the school, and the community, students will be able to make some tentative choices of educational and occupational goals.

69

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Social Studies/Language Arts

SHORT TERM OBJECTIVE: Students will be able to cite several ways of classifying occupations.

ACTIVITIES (Career/Academic):

Students will make a list or chart of ways to list or classify jobs. Examples: ones that give financial opportunity, ones that give close relationship to environment, ones that lead to independence, ones that give promotional possibility, ones that require manual ability.

HEALTH

70

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: K

SUBJECT AREA: Health/Language Arts

SHORT TERM OBJECTIVE: The students will be aware of 3 factors which help one to stay healthy.

ACTIVITIES (Career/Academic):

Students will provide feedback for an experience chart that lists things people need for good dental health.

71

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 1

SUBJECT AREA: Health/Science/Physical Education

SHORT TERM OBJECTIVE: Students will participate in vision testing program, and will develop an awareness of occupations involved.

ACTIVITIES (Career/Academic):

Students will participate in class discussion of problems of sight. Students wearing glasses can tell of their experiences. Teacher will discuss short sighted, near sighted, and bifocal lenses.
Students will view charts of human eye structure.

72

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 1

SUBJECT AREA: Health/Social Science/Music

SHORT TERM OBJECTIVE: Students will recognize the roles that people play in daily health care.

ACTIVITIES (Career/Academic):

Students will sing and pantomime "This is the Way We...

1) wash our hands
2) comb our hair
3) brush our teeth
etc.

After the song, there is a class discussion on how health workers in a community help our families.

73

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Health

SHORT TERM OBJECTIVE: Students will be aware of and be able to name health-related careers.

ACTIVITIES (Career/Academic):

After listening to guest speakers, students will make a list of how these people help us have better nutrition, health, and safety.

Class discussion: why is good health essential in a career?

74

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 2

SUBJECT AREA: Health/Language Arts

SHORT TERM OBJECTIVE: The students will be able to explain ways in which an individual can obtain personal satisfaction from his occupation.

ACTIVITIES (Career/Academic):

Distribute filing cards and have students write their riddles on one side and the answers on the other. Put the cards in the "riddle box" for leisure activitity. Introduce the "Blow Your Own Horn" game by selecting one occupation and showing the class how you can brag about it. Then tell them why your particular job is the most important of all. Be dramatic. Then have the students select occupation and brag to the class as you did.

75

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Health

SHORT TERM OBJECTIVE: Provided a list of health and safety practices, the student will be able to describe situations in the home, the school and on the way to and from school that have application of these practices.

ACTIVITIES (Career/Academic):

Students will participate in discussions of health and safety practices. They can role-play crossing guard situations, monitors, simulate washing and brushing teeth. Discussions on what constitutes good nutrition can include workers who produce and process food, the farmer, the grocer, the restaurant worker and others.

76

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 3

SUBJECT AREA: Health/Math/Language Arts/Art

SHORT TERM OBJECTIVE: The student will be able to explain the various ways of identifying and describing individual differences.

ACTIVITIES (Career/Academic):

Students will construct a class chart showing percentages of different hair and eye colors and heights.
Students will emphasize likenesses and differences in interests and hobbies.
Written project: Classify clothes worn by students, shoe sizes.
Students will construct a mural showing students' leisure time activities.

77

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 4

SUBJECT AREA: Health

SHORT TERM OBJECTIVE: Students will identify five skills or abilities that they feel they do well and match these skills or abilities with one or more Health occupations that require these types of skills.

ACTIVITIES (Career/Academic):

Students will write down five personal skills or abilities or things they feel they don't do well.
Students will pair off and share their lists and discuss them.
Students will write up activity and their feelings and reactions to it.

78

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 4

SUBJECT AREA: Health

SHORT TERM OBJECTIVE: Students will be aware that good health is essential in any occupation, and that there are many persons who help us maintain good health.

ACTIVITIES (Career/Academic):

Students will investigate and research careers related to soap and water (barber, beautician), clothes (manufacturer, salespeople), washing machines (salespeople). Students will investigate and research "basic foods" and people who work with food (farmer, rancher, baker, nutritionist, etc.)

79

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Health

SHORT TERM OBJECTIVE: Students will be able to identify at least five areas of concern in restaurant operations dealing with health and sanitation. (These concepts also apply to the home.)

ACTIVITIES (Career/Academic):

Students will read unit in text on bacteria. Class discussion focuses on food spoilage, refrigeration, using appropriate cleaners for utensils, baths, and floors. Students will take field trip to nearby restaurant, and upon return to classroom, discuss what the employees do to prevent hazardous situations regarding cleanliness and sanitation.

80

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 5

SUBJECT AREA: Health/Language Arts/Social Studies/Art/Math

SHORT TERM OBJECTIVE: The student will be able to give 3 reasons why one should examine one's strengths and limitations.

ACTIVITIES (Career/Academic):

Panel discussion (make up a character, i.e., John Doe, list different combinations of strengths and weaknesses; have students discuss the kind of self image this particular person would have.)

Each student will write an autobiography.

Students will be asked to draw an emotion.

81

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Health/Art

SHORT TERM OBJECTIVE: Each student will develop a list of health and safety habits and relate these to community agencies that help community members with health and safety.

ACTIVITIES (Career/Academic):

Students will research each area of service to the community by the various agencies, and determine the roles of those agencies. Posters and artwork will be developed. Lists of health and safety habits and rules will be developed by students, with responsibilities and roles of agencies and those members of the agencies defined.

MUSIC

82

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: K

SUBJECT AREA: Music/Language Arts

SHORT TERM OBJECTIVE: Students will develop an awareness that occupations exist for purpose.

ACTIVITIES (Career/Academic):

Students will sing and pantomime the actions in the song. Teacher leads discussion on:

What work did Jack and Jill do?
What was the reason for their job?
Did their job help others? How?
How does your job in the class help others?

83

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 1

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Students will develop a positive attitude and appreciation for the contributions of workers to individual needs.

ACTIVITIES (Career/Academic):

Students will visit to or from a shoe repair shop.
Students will have class discussion on what purpose a shoemaker fulfills.
Students will make a class list on workers involved before final product "one pair of shoes."

84

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 1

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Every person is an individual, with different abilities, interests, needs, values.

ACTIVITIES (Career/Academic):

Using the film as a basis for discussion, students will relate feelings about these peoples' "life style" and "career style." Students role play being the conductor and express their feelings about why the conductor was perspiring (or other emotion observed). Group should be led to generalize about why different careers are appealing to different people.

85

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Music/Language Arts

SHORT TERM OBJECTIVE: Students will develop an awareness of the wide variety of occupations within the music field.

ACTIVITIES (Career/Academic):

Students will make a mural of "People Who Help Make Music."
Students pick a favorite song and determine how many occupations may have been involved before publication of the final song.

86

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 2

SUBJECT AREA: Music/Language Arts

SHORT TERM OBJECTIVE: Students will be aware that people pursue occupations for many reasons, and will be able to express individual preference.

ACTIVITIES (Career/Academic):

The teacher directs the class in discussing the story in detail. An intriguing lesson can develop by gearing conversation to the distinguishing "styles" of the characters in Peter and the Wolf. The concept of occupational "life styles" can then be introduced. Students discuss styles that characterize actors, musicians, athletes, pilots and other workers.

87

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 3

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: The student will recognize the uniqueness of each individual, yet the ability of individuals to blend together in harmony.

ACTIVITIES (Career/Academic):

Students will have an opportunity to become familiar with various rhythms, games, and melodies. Students, provided with basic skills of leading, will take turns leading the group in the various songs. Listening skills will be developed. (Rewards if available)

88

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Students will be aware that skills can be utilized in both an occupation and in leisure time activities (such as a hobby).

ACTIVITIES (Career/Academic):

Using information from the class discussion, students list preparation for music as a job and music as a hobby.
Students will write a story on "How Music Makes Our Lives Happier."

89

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness

GRADE LEVEL: 4

SUBJECT AREA: Music/Reading/Social Studies

SHORT TERM OBJECTIVE: The student will be able to give reasons that show an understanding of how personal factors may affect a career.

ACTIVITIES (Career/Academic):

Students are assigned to read about a career in music. What type of person is needed in this field? (Class discussion)

90

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 4

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Each student will participate in vocal music activities and develop an understanding of expressive qualities of music.

ACTIVITIES (Career/Academic):

The students will sing songs which involve various moods and feelings. They will be given an opportunity to discuss how they felt about the singing experience. They will discuss how music is a way of expressing feelings in a unique manner.

91

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Students will develop an understanding of the occupational opportunities in the field of sound recording and reproduction.

ACTIVITIES (Career/Academic):

Students will participate in musical production. They will have an opportunity to ask questions in a discussion of recording techniques with a representative from radio or TV. They will also hear and/or view the presentation they did.

92

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 5

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Students will find personal satisfaction in performing vocal music, and relate this to the vocal music of various cultures, particularly those in which singing while working is or has been a significant aspect of the culture.

ACTIVITIES (Career/Academic):

Students will participate in group vocal activities. They will also listen to records of some of the music that has evolved from the working songs of past years and of other cultures. Students will discuss the feelings they have when listening to these records.

93

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 6

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Students will develop an appreciation for the words of people in the field of music, and positive attitudes towards the contributing of music to our various cultures.

ACTIVITIES (Career/Academic):

Students will read, view, or hear about the works of various musicians, and relate these to individual cultural patterns.

Students will become familiar with various rhythms, games, and songs from various cultures, and be able to discuss the similarities and differences of music from various countries.

94

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Provided an opportunity to participate in an instrumental music activity, the student will be able to further investigate the production of instruments.

ACTIVITIES (Career/Academic):

Students will participate in observing films on instrumental music.

Students will have the opportunity to plan types of questions they might have on production of musical instruments.

Students will discuss the various occupations in the production and distribution of musical instruments.

ART

68

95

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: K

SUBJECT AREA: Art/Language Arts

SHORT TERM OBJECTIVE: Students will demonstrate an awareness of and respect for 10 family member occupations.

ACTIVITIES (Career/Academic):

Drawings or paintings of family members for murals.
Scrapbook or people at work (children's drawings).
Experience charts (teacher writes stories that the students have shared regarding family members at work).
Puppets to role play family member occupations.

96

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: K

SUBJECT AREA: Art/Language Arts

SHORT TERM OBJECTIVE: The students will be able to express a variety of career preferences and some insight into his choices.

ACTIVITIES (Career/Academic):

The students paste the pictures representing their likes on the outside of a paper bag and those representing their dislikes on the inside. Teacher shows them how to cut "eyes" in the bag to make a mask. Explain that the careers they like will be in full view of everyone and that those they dislike will be hidden inside the bag. Their dislikes will be secret unless they choose to let a friend "put on the bag" to see what is inside.

97

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 1

SUBJECT AREA: Art/Language Arts

SHORT TERM OBJECTIVE: The student will be able to identify a variety of occupations that contribute to holiday celebrations and describe some ways in which these occupations are interdependent.

ACTIVITIES (Career/Academic):

Students decorate "Trick-or-Treat" bags. Teacher initiates a discussion about the different people needed to help if the class decided to have a Halloween party. Some questions might be:

1. How many people would help us?
2. Which people might contribute by performing their daily jobs?
3. Which people might contribute for fun?
4. Who would provide service; who would provide goods?

Students can find out the answer to the above questions by interviews of parents, school personnel, etc. or plan a party and observe adults in work role.

98

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 1

SUBJECT AREA: Art/Language Arts

SHORT TERM OBJECTIVE: Students will describe 3 jobs they can do and how these jobs contribute to the welfare of other family members.

ACTIVITIES (Career/Academic):

Students will (with the aid of the teacher) assemble a large book of paintings with accompanying creative stories, showing children in various work roles.

99

CAREER DEVELOPMENT GOAL: Career Awareness/Self Awareness

GRADE LEVEL: 2

SUBJECT AREA: Art/Language Arts

SHORT TERM OBJECTIVE: The student will be able to enumerate a variety of generalized job characteristics on which one can base comparisons of desirable careers.

ACTIVITIES (Career/Academic):

Students plan a career corner relating to a single cluster. Students make work in groups, committees, or task forces. Efforts can be coordinated with other classes. Students plan contents of each corner and execute the project. (There are many alternatives to this activity. Corner changed each week to cover all clusters - corner in library - several displays at once, etc.)

100

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Art/Language Arts

SHORT TERM OBJECTIVE: The student will be able to discuss ways in which occupation competency requirements influence one's educational preparation.

ACTIVITIES (Career/Academic):

Students construct mobiles using the job chosen. Requirements of the job become the moving parts of the mobile.

101

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 3

SUBJECT AREA: Art/Language Arts/Reading

SHORT TERM OBJECTIVE: By observing an object, the student will be able to discern the materials and processes used to manufacture the components.

ACTIVITIES (Career/Academic):

Students describe the jobs involved in making a product.
Through role-playing, they trace the steps in the manufacturing of an object.
"What Happened to Me" (a student pretends to be the object personified.)

102

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 4

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Students will recognize the fact that art skills can be applied to a variety of occupational areas.

ACTIVITIES (Career/Academic):

Students develop an art project, painting, drawing, clay, paper mache or other.
Students participate in discussion of how art skills relate to occupational roles and determine how to conduct further study of an area of tentative occupational interest.

103

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 4

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Students will be able to discuss the preparation necessary for a given art career.

ACTIVITIES (Career/Academic):

1. Students visit a museum or firm that employs artists to discover careers associated with art. (Teacher should direct guides to explain the education necessary for each worker.)
2. Students make dioramas showing artists they have seen at work.

104

CAREER DEVELOPMENT GOAL: Career Exploration

GRADE LEVEL: 5

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Each student will create a visual art product showing family members in various work situations.

ACTIVITIES (Career/Academic):

Students will select one or more activities parents or family members are involved in. Using the media selected, students work individually or in small groups to develop projects.

When projects are completed and displayed, students can discuss work situations protrayed.

105

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 5

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: On completion of the unit, each student will have constructed a weaving loom and produced a completed product, i.e., a placemat, pillow cover, or wall hanging.

ACTIVITIES (Career/Academic):

Students construct a simple weaving loom. (As the project proceeds, students will become aware of weaving as a vocation, leisure activity and avocation. They will be exposed to a variety of materials that can be used in weaving and develop an awareness of the application of weaving skills.)

106

CAREER DEVELOPMENT GOAL: Career Awareness and Orientation

GRADE LEVEL: 6

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Each student will listat least 3 examples of how lifestyle is related to occupations in the field of art.

ACTIVITIES (Career/Academic):

Individuals or groups will develop art projects which portray characterizations of how lifestyle is related to occupations.

Students will develop criteria to be used in evaluation of individual projects and the selection of the best projects for display.

107

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Each child will demonstrate through an art medium, the use of art or design as used in our society.

ACTIVITIES (Career/Academic):

The students will "brainstrom" about how art is used in architecture, interior decorating, billboards, magazines, clothing, table setting, lettering, automobile design and in business and industry.

Student will choose one career or occupation and show by drawings or pictures from magazines, how art plays a part in this career (Illustration - truck design, lettering on truck, business office design, industry, landscape gardening).

Walking field trip to buildings and offices in community (department store, grocery store, etc.) Take cameras, etc.

108

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Students will be able to identify occupations which involves art in the field of advertising.

ACTIVITIES (Career/Academic):

Students will use colorful advertisements from magazines to make collages of the possible occupations in the field of advertising.

Students will develop the color combinations and designs for printing on T-shirts.

PHYSICAL EDUCATION

109

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: K

SUBJECT AREA: Physical Education/Art

SHORT TERM OBJECTIVE: Students will develop an awareness of the physical capabilities they presently possess.

ACTIVITIES (Career/Academic):

Students will participate in all games as planned by the instructor. They will keep a simple book illustrating themselves in all the physical skills they have.

110

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 1

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Students will be able to recognize and describe 3 physical abilities they possess.

ACTIVITIES (Career/Academic):

1. Students invite a high school athlete to come and teach a new game of skill.
2. Using a full-length mirror, each student describes self.
3. Students make a "Book About Me." (Illustrate physical skills.)

111

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 2

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Students will develop the ability to cooperate with others in the use of facilities and equipment.

ACTIVITIES (Career/Academic):

Students will participate in discussion of sharing, working together in play activities, and being a good sport. Tossing a ball back and forth, use of teeter-totter, double jump rope and other activities will help the students develop positive attitudes toward others.

112

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 2

SUBJECT AREA: Physical Education/Health/Social Studies

SHORT TERM OBJECTIVE: Students will be able to describe the reasons they should develop to the greatest extent their physical capabilities and endurance.

ACTIVITIES (Career/Academic):

Students will participate in games and activities designed to test endurance and agility.

Discussions of rationale for healthy bodies is carried on in Health class. Social Studies class discuss physical requirements for many jobs (pilots, police, etc.)

113

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Given the cluster which includes recreation, students will be able to relate physical education activities in school to a variety of occupations in the field of recreation.

ACTIVITIES (Career/Academic):

Students will participate in the physical education program offered at the school and also take field trips to several of the locally available recreation facilities.

114

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 3

SUBJECT AREA: Physical Education/Language Arts

SHORT TERM OBJECTIVE: Students will be aware of the many occupations within the recreation and physical education fields.

ACTIVITIES (Career/Academic):

Students are directed to alphabetize the board list after a review of the second and third letter principles of alphabetizing.

115

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 4

SUBJECT AREA: Physical Education/Language Arts

SHORT TERM OBJECTIVE: Students will be aware of a number of careers that require physical skills.

Students will write letter: The one with best format and writing is chosen to be mailed.

Students role-play the interview before the speaker comes.

116

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 4

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Each student will act as group leader or captain of a team for at least one day, such that leadership skills can be developed.

ACTIVITIES (Career/Academic):

Students will participate in physical education activities, and through this participation will develop an understanding of the roles of leaders, and those responsive to leaders.

Students will discuss their ideas on leadership and responsibility of those in leadership positions.

117

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 5

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Students will be able to describe the importance of teamwork in athletic activities, and relate this to life situations.

ACTIVITIES (Career/Academic):

Students will participate in team sports. Discussion of the importance of good attitude, teamwork, and good sportsmanship will also involve the carry-over of these ideas to real life situations. Professional athletes might be available for presentations and/or films of team sports.

118

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 5

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Students will recognize the differences of the physical and emotional requirements for individual and team sports.

ACTIVITIES (Career/Academic):

Students will participate in individual and team activities.
Students will talk to older family members, friends and neighbors to determine the attitudes, likes, dislikes, reasons for playing, etc., and how different people have preferences for the various athletic and recreational activities.

119

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 6

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Students will participate in physical activities which develop perceptual and kinesthetic skills in order to build individual self concept.

ACTIVITIES (Career/Academic):

Students will discuss activities they plan to engage in and plan individual and small group participation.

If available, a professional athlete will discuss sportmanship, training, teamwork, and individual differences.

Students will participate in skill building activities.

120

CAREER DEVELOPMENT GOAL: Self Awareness/Attitude Development

GRADE LEVEL: 6

SUBJECT AREA: Physical Education/Language Arts

SHORT TERM OBJECTIVE: Students will be able to distinguish individual differences in interests, abilities, attitudes, values and aptitudes.

ACTIVITIES (Career/Academic):

Planned gym activities: Give child freedom to choose one of several gym activities. Follow up free choice gym period with discussion of why certain activities were chosen by individuals. Introduce the terms, interests, abilities, attitudes, values, and aptitudes.

At conclusion of gym class, have discussion on value. Concentrate on such behavior as regard for others, safety and feelings, fairness, and sharing.

Read books that develop attitudes such as The Popcorn Dragon.

121

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 6

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Given a list and description of various recreational activities, students will select those that can be pursued in physical education classes and determine how they relate to individual interests.

ACTIVITIES (Career/Academic):

Students will actively participate in physical education activities of their choice, as they relate these choices to life style and leisure activities of adulthood. Students will further explore and discuss adult leisure activities as related to adult work roles.

ENGLISH

122

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will understand the abbreviated terminology in classified ads and will be able to group jobs in clusters.

ACTIVITIES (Career/Academic):

The students will bring in classified sections of newspapers. After breaking into groups of five, they will identify the clusters for 20 careers.

123

CAREER DEVELOPMENT GOAL: Career Exploration/Self Awareness/Attitude Development

GRADE LEVEL: 7-9

SUBJECT AREA: Business Education/English

SHORT TERM OBJECTIVE: Students will be able to assess their values, interests and abilities as related to small business ownership.

ACTIVITIES (Career/Academic):

Each student will interview a small business owner, determining their training, lifestyle, and what they see as advantages and disadvantages of their occupations. Each student will then determine if owning a small business would be satisfying to them.

124

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will be able to write an essay based on their awareness of a particular occupation's contribution to society.

ACTIVITIES (Career/Academic):

Students will role-play "Bomb Shelter" where they will be asked to evaluate the value of a variety of occupations.
The class will discuss major strikes in society and how they have affected lives.
They will write a "What would happen if...." paper, describing the effects of the cessation of a particular occupation or service.

125

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: For a specific career, the students will write those aspects of English skills needed for job performance.

ACTIVITIES (Career/Academic):

Game situation: Teacher will list careers needing English skills. Suggested list: vocational counselor, typist, lawyer, personnel manager, poet, employment manager, retail manager, auctioneer, social worker, teacher, salesman, song writer, clergyman, librarian, pharmacist, editor, politician, stenographer, reporter, proofreader, receptionist.

126

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will perform proofreading skills, demonstrating accuracy, and will be able to describe at least three careers in which proofreading skills are necessary.

ACTIVITIES (Career/Academic):

The students will read and correct newspaper articles which have been rewritten to include errors in spelling, punctuation, grammar and usage. Galley proofs for books published or proofs for the school paper or year book will be examined. Students will compile a list of specific occupations which require proofreading skills. They will find examples of typographical or proofreading errors in local newspapers.

127

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will list five personal characteristics and values related to the success of a famous person.

ACTIVITIES (Career/Academic):

Students will use the library to obtain information on their selected person. They will look for information about the personal attributes that made these people successful. Each student will use at least two sources of information. Students will give oral reports.

Class discussion: The ten most valuable attributes to success.

128

CAREER DEVELOPMENT GOAL: Career Orientation/Career Preparation

GRADE LEVEL: 7-9

SUBJECT AREA: Business Education/English

SHORT TERM OBJECTIVE: Students will be able to write a business letter, spelling 100% of the words correctly.

ACTIVITIES (Career/Academic):

The students will write the dictated letter. The visitors will circle each misspelled word and will return the paper to the student for correction.

129

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will describe at least a dozen occupations which have been in existence for less than twenty years and will list four vocabulary terms created by one of these occupations.

ACITIVITIES (Career/Academic):

As a group, the students will compile a list of relatively new occupations.
Each student will select a new occupation and will compile a related vacabulary list.
Students will survey family members and neighbors for new vocabulary terms related to their occupations. These terms will then be shared with the class.

130

CAREER DEVELOPMENT GOAL: Career Exploration/Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will read story and identify which protagonist's success as measured by essay and participation in group discussion - Career exploration through follow-up research activity.

Read: Run For Your Life by Lewis, or
Mission Possible by Zenobia Baxter

131

CAREER DEVELOPMENT GOAL: Career Preparation/Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will write a business letter using a given form.

ACTIVITIES (Career/Academic):

Each student will write: a letter requesting information; a letter of application in response to a newspaper advertisement; and a letter requesting an interview with someone working in their chosen career.

132

CAREER DEVELOPMENT GOAL: Career Awareness and Career Preparation

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will be interviewed and will conduct one interview in a role-playing situation.

ACTIVITIES (Career/Academic):

Students will write questions to be asked in an interview.

Role-playing - students given the opportunity to play both roles.

133

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The student will be able to relate specific jobs to career cluster.

ACTIVITIES (Career/Academic):

Students will select a job, gather data about it, prepare and deliver a one to two minute speech on "What I Want To Be and Why." The speech will include job title, description, prerequisites, requirements, values, hindrances, and related jobs in the same cluster.

134

CAREER DEVELOPMENT GOAL: Educational Awareness/Economic Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-9

SUBJECT AREA: English/Business Education

SHORT TERM OBJECTIVE: The students will be able to tell in writing the relationship of English to office occupations.

ACTIVITIES (Career/Academic):

Students will report on job opportunities in stenography listed in the Want-Ad section of the newspaper.

Students will plan a high school program that will lead to a career in business and office occupations.

Students will list the business career choices open to the student who has mastered stenography.

135

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Business Education/English

SHORT TERM OBJECTIVE: Students will be able to list four training locations for advanced training in the clerical field.

ACTIVITIES (Career/Academic):

Class discussion: a) Why advanced training is necessary; b) Where advanced training may be obtained.

Interview personnel in various businesses: a) Training necessary for job; b) Office skills requirements; c) Careers in the clerical field.

List places where advanced training is available.

136

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Reading

SHORT TERM OBJECTIVE: The students will each choose two careers and will write a summary of qualifications for each career.

ACTIVITIES (Career/Academic):

The students will choose two careers that interest them.
The students will read either fiction or non-fiction books about the careers they have chosen.
The students will write vocabulary lists of words unique to each career.
They will then write a summary of qualifications for each career.

137

CAREER DEVELOPMENT GOAL: Career Planning/Decision Making

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will be able to identify their own leisure time interests and will be able to analyze the effects of certain occupations on their leisure activities.

ACTIVITIES (Career/Academic):

Each student will make a personal profile including hobbies at home and away from home.
For each interest, the following information must be researched and listed:

a. time commitment
b. cost
c. amount of travel involved
d. amount of danger involved
e. year-round or seasonal

Students will choose two jobs from the teacher's list and will describe how each job will or will not affect their personal interests profile.

138

CAREER DEVELOPMENT GOAL: Career Orientation/Career Preparation/Career Exploration

GRADE LEVEL: 7-9

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will be able to list at least five occupations for which creative writing ability is an important asset.

ACTIVITIES (Career/Academic):

Students will conduct interviews of local authors and publisher representatives with the emphasis on the stages of the writing process: from the author's original inspiration to the manuscript's final published from. The class will examine actual manuscripts that have been published.

Students will complete a creative writing sample, e.g., peom, short story, essay. They will search through Literary Marketplace and Writer's Market '74 to locate potential.

Students will select one or more publishers from their lists and will submit their manuscripts for consideration.

139

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-12

SUBJECT AREA: Remedial English/Remedial Reading

SHORT TERM OBJECTIVE: The students will analyze the relationship between their personal values and achieving the life style they desire.

ACTIVITIES (Career/Academic):

Each student will make a "This Is Your Life" scrapbook projecting their future with words and pictures. Factors which influence life style, education, career, and personality will be portrayed.

140

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 7-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will choose one area of interest in a film-related career and will research that career in detail.

ACTIVITIES (Career/Academic):

Students will list careers in cinematography, i.e., director, producer, sound technician, camera operator, script writer, A.V. technician, projectionist. The students will each choose one of the careers and research that field.

141

CAREER EDUCATION GOAL: Career Awareness/Career Preparation

GRADE LEVEL: 9-10

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will be able to pass with 70% accuracy the State Driver Test and identify ten careers requiring driving skills.

ACTIVITIES (Career/Academic):

Rap session on skills needed to pass the driver test.
Read and interpret the Motor Vehicle Code Manual.
Role-playing to assume legal and moral responsibility of driving.
Contest naming careers requiring driving ability.

142

CAREER DEVELOPMENTAL GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 9-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will be able to describe the varied routes to job entry and will be able to explain why planning for careers is beneficial.

ACTIVITIES (Career/Academic):

From the list of journalists, students will singly or in very small groups (2-3), select a journalist to research. After researching the selected journalists, students will discuss their journalist with special attention given to that person's entry into journalism, the influence of others, the planning and training needed, and the journalist's effect on society.

The class will be given the career clusters and will discuss where journalism fits in these clusters. Students will select one of the careers in journalism and will research material pertaining to that career.

Each student will write a brief news story with a headline.

143

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation Preparation

GRADE LEVEL: 9-12

SUBJECT AREA: English/Industrial Education

SHORT TERM OBJECTIVE: The students will be able to list and describe the careers related to yearbook production.

ACTIVITIES (Career/Academic):

A list of occupations related to the yearbook will be compiled. Students will do research work in their interest group, i.e., job description, education, training level, benefits and drawbacks. Students will prepare a book with the help of the Industrial Education Department.

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will analyze attitudes and values in relation to a career through writing an essay.

ACTIVITIES (Career/Academic):

The class will read the following quotations from prominent people which relate to the need for certain values and attitudes toward a career, together with a writing topic which might evolve from each quotation. After discussing the quotations, each student will choose a suggested topic and will write an essay relating to the quotation.

SAMPLE QUOTATIONS:

The following sample assignments are quotations from the Los Angeles Times.

a. In an interview in the Los Angeles Times, an actress stated, "I'd like in the future not to get so involved in my work that I can't be involved in life. When you're locked into a weekly television schedule, that demands total involvement. I'd like my life to have a little more balance than it had before."

   Are you willing to choose a job which demands total involvement, would you compromise, or do you agree with "her" present attitude and have both?
   Explain your personal reasons for your choice in relationship to careers and use several possible careers as examples of the relationships you wish to establish between your career, your personal life and other human beings.

b. In an interview in the Los Angeles Times, Shelly Winters made this statement: "I think one of the reasons I am accepted by kids is that I really try to understand their point of view. It's great the way they ignore status symbols and pretense, and instead appreciate love; but it is important to have direction. These is great satisfaction in accomplishment, in knowing that you have done something to the best of your ability. But I can't seem to get this idea across. The moment they are bored or something becomes difficult, off they go pulling up roots." Can you envision a job, a career choice, in which you can be involved enough to discipline yourself in order to gain the satisfaction of accomplishment instead of giving up and taking off when it becomes difficult? Give specific reasons for your choice.

c. In an interview in "Calendar," Al Pacino, who played Michael in The Godfather, made this statement concerning his acting career: "I guess I don't know what a career is all about yet." Pacino almost apologetically explains, "I never went around building one. I don't know what you do. Things become so relative..." He closed the interview by saying, "But I don't know," Pacino sighs. "I just can't get contented. My understanding of work has changed, though. I used to think anyone who was dedicated was unfortunate. I used to go to church when I was a kid and used to think dedication was a kind of sacrifice. Now I find that dedication to my work is an important thing in my life. In fact, there really is no such thing as happiness - there's only concentration."

How would you proceed to find a career to which you'll be dedicated, one on which you'll wish to concentrate so much that you will be happy through "dedication" rather than escape?

145

CAREER DEVELOPMENT GOAL: Career Preparation/Attitude Development

GRADE LEVEL: 9-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will be able to write a story from a specific character's point of view.

ACTIVITIES (Career/Academic):

The students will select a conflict situation and write at least two stories about the same situation, but from the points of view of different characters in the conflict.

146

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will identify goals, lifestyles, values, and attitudes in three books regarding career choices.

ACTIVITIES (Career/Academic):

During and after each novel, the students will discuss and write paragraphs on values, life styles of the characters in each book. Students will write a personal inventory essay on "What I Want Out of Life" and "What I Am Willing to Put Into Life."

147

CAREER DEVELOPMENT GOAL: Career Awareness/Educational Awareness/Attitude Development

GRADE LEVEL: 9-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will each select one of Mark Twain's careers and will research that career and its current equivalent.

ACTIVITIES (Career/Academic):

The class will be divided into twelve sections; each section will select one of Twain's careers to explore, including its past and present form. The group will discuss Twain's pursuance of that career, job entry training, family influence, and usefulness of the career to him and society.

careers to explore, including its past and present form. The group will discuss Twain's

Each group will present its material to the class in a panel discussion. There will be an emphasis on describing the current career, the training needed, the difference today as opposed to 60 years ago, and the value of that occupation in society.

148

CAREER DEVELOPMENT GOAL: Consumer Competency

GRADE LEVEL: 9-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will be able to read and interpret correctly a variety of contracts.

ACTIVITIES (Career/Academic):

Students will be given one contract to read each day for one week. After reading the contracts, the students will take an objective test based on the contract.

149

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 9-12

SUBJECT AREA: English/Interdisciplinary

SHORT TERM OBJECTIVE: The student will be able to fill out a job application and write a resume.

ACTIVITIES (Career/Academic):

1. Each student will complete an Application for Employment and Personal Fact Sheet. After their completion, the students will check their spelling, punctuation, abbreviations, and capitalization using English Grammar and Composition, Grade 9 as a handbook.
2. The class will view the filmstrip "Job Hunting: Where To Begin" to introduce the sources for employment opportunities. Students will read "You and Your First Job!"
3. Copies of local newspapers, classified ads sections, will be brought in. Students in small groups, will select a number of jobs listed and will classify them under one of the fifteen clusters.
4. Students will each choose a job which appeals to them and write a business letter requesting an application for employment. (Students do not mail letters.) The teacher will review letters for correct form, sufficient content, and mechanics.
5. Students will read "How to Do It (Resume)" and discuss the usefulness of a resume and the various forms which it may take. Students refer to their own fact sheets to determine whether or not all useful information conerning themselves has been included.
6. Students will write a complete historical outline resume using recommended resume writing techniques.
7. Students will write a selective outline resume from the historical resume for their specific job they are applying for.
8. Each student will choose a project related to the resume and letter of application to report on to the class (approved in advance to avoid duplication).
    a. Bring to class a professionally written resume. Explain its contents, its methods of achieving selectivity, its cost, its success in actual use, etc.

149 (continued):

b. Interview a professional resume writer to secure tips on how to succeed in this career preparation for entry, current status of the field, salary, etc.

c. Report on an interview with a personnel manager whose company requires a written resume to learn exactly which resumes lead to employment and why.

9. Each student will practice filling out civil service applications.

150

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: Students will be able to develop consistent characters who clearly and accurately show the interrelationship of life style and occupations.

ACTIVITIES (Career/Academic):

1. Students will list the characteristics of the life style they hope to have. They will research and list those occupations which will allow them to achieve the life style they desire.
2. Students will write a story in which there is a definite conflict between life and occupation.

151

CAREER DEVELOPMENT GOAL: Career Awareness/Career Preparation

GRADE LEVEL: 10-12

SUBJECT AREA: English

SHORT TERM OBJECTIVE: The students will be able to list at least six occupations for which rapid reading is an asset and will demonstrate an increase in their own reading rate.

ACTIVITIES (Career/Academic):

The students will compile a list of occupations for which repaid reading is an asset, e.g., legal secretary, newspaper proofreader, lawyer, judge, Bnglish teacher, manuscript reader. From this list students will each select one occupation which interests them and will describe either orally or in written from specific ways rapid reading is important.

Students will spend one or more weeks concentrating on increasing their reading rates.

MATHEMATICS

152

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 7-8

SUBJECT AREA: Math

SHORT TERM OBJECTIVE: The student will be able to determine the importance of mathematics to transportation occupations.

ACTIVITIES (Career/Academic):

The class will prepare a manual describing occupations in transportation. Each job will be analyzed for opportunity, demand, salary and educational requirements. The class will use materials from colleges, showing the relationship of math to each area. Newspapers, magazines and brochures will be used to accent the program.

153

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-9

SUBJECT AREA: Science/Math/Industrial Arts

SHORT TERM OBJECTIVE: The students will be able to describe the courses required to enter a career in electronics.

ACTIVITIES (Career/Academic):

The students will research ten careers in electronics and will describe the entry-level requirements for each and their approximate salary ranges. The class will then plan high school programs leading to each career.

154

CAREER DEVELOPMENT GOAL: Economic Awareness/Consumer Competency

GRADE LEVEL: 7-9

SUBJECT AREA: Mathematics/Home Economics/Business Education

SHORT TERM OBJECTIVE: Students will be able to identify two methods of borrowing money for the purchase of a car.

ACTIVITIES (Career/Academic):

1. The class visits two automobile agencies and receives information pertaining to the purchase of new cars.
2. The class visits two used car agencies and receives information pertaining to the purchase of used cars.
3. An auto loan officer from a local bank visits the classroom and has the students fill out applications for a car loan, explains interest rates, etc.
4. A loan officer from a private lending agency visits the classroom and has students fill out applications for a car loan, explains interest rates, conditions of loans, etc.
5. Each student develops a personal plan for purchasing a car of his/her choice, attaching an application for a loan, describing the two selected methods of borrowing the money for the purchase, detailing the percentage of interest to be paid over the duration of the loan and all other computational data required.

155

CAREER DEVELOPMENT GOAL: Career Awareness/Exploration

GRADE LEVEL: 7-9

SUBJECT AREA: Mathematics

SHORT TERM OBJECTIVE: Students will increase awareness of the variety of occupations by becoming familiar with the cluster classification of jobs and relating specific math skills to job entry requirements.

ACTIVITIES (Career/Academic):

1. Through class discussions, students will learn to classify jobs of people they know into the fifteen USOE job clusters.
2. Students will choose an individual to interview about his/her job, with particular emphasis on math skills require for the job, as well as other skills/knowledge

155 (continued):

required to do the work require, job cluster category, skill and/or educational entry level requirements, etc.

3. Each student will perform one interview (following teacher guidelines) and record or report the results. Reports and photos will be displayed on bulletin boards in the classroom.

(*) 4. Each student will compose or bring three math problems typical to the job of the person interviewed for the class to work on.

5. Class discussion on job classifications of people interviewed and other as to cluster, skill entry level and educational entry level will be an ongoing part of the course curriculum.

156

CAREER DEVELOPMENT GOAL: Educational Awareness (Interdiciplinary)/Career Preparation/ Career Awareness/Career Orientation

GRADE LEVEL: 7-12

SUBJECT AREA: Mathematics/Industrial Arts

SHORT TERM OBJECTIVE: Students will be able to perform a number of specific measurement activities required in various construction occupations.

ACTIVITIES (Career/Academic):

1. Students will be instructed in a variety of measurement techniques.
2. Students will perform a specified number and variety of measurement tasks, student initiated measurement tasks, etc.
3. Students will choose at least one occupational role in construction to personally research in detail - i.e., math skills required, educational preparation, training requirements and facilities, assets and liabilities of the job, etc.
4. Students will develop a list of questions about measurement techniques, tools, mathematics as applied to the job, etc. to ask the workers during the construction site visit.
5. Class will visit a construction site.
6. Students will provide feedback on information learned and usefulness of the experience to their personal planning process through individual report system - oral, slide-tape, written, etc.

157

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness/Attitude Development/ Educational Awareness/Career Preparation

GRADE LEVEL: 7-12

SUBJECT AREA: Mathematics

SHORT TERM OBJECTIVE: For individually selected careers involving math usage, students will be able to a) indicate the level of math needed to perform in that career, and b) relate their individual math ability to their aptitude for that career.

ACTIVITIES (Career/Academic):

1. Take math diagnostic test and score the results. Profile math strengths and weaknesses in preparation of analyzing ten careers for which the individual is currently prepared mathematically. Develop analysis of ten more career areas that require more advanced math skills and track a plan for preparing for each one.
2. Students develop and maintain a bulletin board/mural of careers that use math. Collect newspaper articles, run contests to try to find a career not using math, etc.
3. Class discussions:
    a. How is math important to all possible future careers.
    b. The need for math in a career-oriented society.
4. All careers portrayed on bulletin board are divided equally among the students for research regarding the math skills needed for job performance.
5. Bulletin board display is reworked, classifying careers according to math skills needed for job performance - i.e., basic computational skills, level of high school math, advanced math study, etc.
6. Community resource speakers will visit the class to discuss the use of math in their work:

    Statistics: baseball coach, sports editor, track/field official
    Geometry: Contractor, Landscape Architect, Architect
    General/Business Math: Utility Company representative, Teacher, Supermarket Manager, Stockbroker
    Decimals/Metrics: Food and Drug Administration field representative, Scientist, Auto Mechanic

7. Individual or small group field trips to community business sites to observe the use of math in all kinds of jobs. Observations added to bulletin board display.
8. Student presents a brief description of one job area of interest, the level of math required and the person's plan for getting those requirements.

158

CAREER DEVELOPMENT GOAL: Career Exploration/Career Awareness/Career Preparation/Career Orientation

GRADE LEVEL: 9-12

SUBJECT AREA: Mathematics/Industrial Education/Social Studies

SHORT TERM OBJECTIVE: Students will be able to read field blueprints for framing a house, understand key terms in house planning, develop a list of materials needed for framing a house, construct a scale model of a house from a scale blueprint, and know of the government personnel who are responsible for approving the construction of residential dwellings.

ACTIVITIES (Career/Academic):

1. Students read and discuss with the teacher how to read blueprints. They take notes on key terminology.
2. Students prepare a list of materials needed for the construction of a scale model house and purchase the balsa wood material required.
3. Students measure, cut and assemble the balsa wood model according to blue print specifications.
4. Carpenter representative visits the class to talk about occupations in the building trades.
5. Students visit a construction site (walking field trip.)
6. Building inspector visits class to discuss the scale model building and requirements for approval of construction.

159

CAREER DEVELOPMENT GOAL: Economic Awareness/Consumer Competency

GRADE LEVEL: 9-12

SUBJECT AREA: Mathematics, Business, Social Studies

SHORT TERM OBJECTIVE: Students will be able to fill out and file the short income tax form (1040A) with competence and understanding.

ACTIVITIES (Career/Academic):

1. Individual reading assignment.
2. Teacher-led class discussion, including time for question and answer period.
3. Film on income tax; students given copies of short form 1040A.
4. Crossword puzzle of related terminology.
5. Complete application for social security card, if student has not already done so.
6. Introduction of forms W-2 and W-4.
7. Complete Short Forms 1040A.
8. Evaluation of activity.

160

CAREER DEVELOPMENT GOAL: Career Orientation/Career Exploration/Career Awareness/Educational Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: Mathematics/Science/Social Science/Industrial Education/Business Education

SHORT TERM OBJECTIVE: Students will demonstrate an understanding of the practical application of mathematics techniques to a variety of specific jobs.

ACTIVITIES (Career/Academic):

For extra credit, students will develop information and understanding of the practical application of math in relation to specific jobs. Teacher and students will generate a list of jobs from which students will choose their areas of research.
At least one period a month, students will present and demonstrate math problems pertaining to the application of math skills to a specific career.

SCIENCE

161

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: The student will list 3 occupations related to hospital work in which the student has an interest from a teacher-prepared list of 20 occupations.

ACTIVITIES (Career/Academic):

Students will explore career possibilities about job opportunities in hospitals.

1. Literature and pictures on each specific area.
2. Speakers
3. Films and tapes
4. Field trip to hospital

162

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-8

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will become aware of different supportive fields in medicine and be able to tell about two of them from compiled list of thirty.

ACTIVITIES (Career/Academic):

Students will discuss their ideas about supportive fields of medicine.
Students will discuss visit to hospital and jobs to be observed.
Speakers for class--fireman, paramedic, ambulance driver, lab technician, x-ray technician, electronics technician, chef, dietician, physical therapist, nurse's aide, business office worker, student volunteer.

163

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-8

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will be able to describe the duties, training, working conditions, and approximate salary for one career in earth science.

ACTIVITIES (Career/Academic):

Students will research one career in earth science and will give oral reports about that career. The reports will include the training required for the career and the location of the nearest postsecondary institution where that training may be obtained (if required).

164

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Orientation/Consuler Competency/Economic Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Agriculture/Science

SHORT TERM OBJECTIVE: The students will be able to state the occupations involved in getting a product from the farmer to the consumer.

ACTIVITIES (Career/Academic):

The students will study the steps involved in getting a locally grown product to the grocery store. They will interview the persons involved in growing, harvesting, grading, inspecting and distributing the product. Each person interviewed will discuss the cost of the step involved. Students will determine the most economical buy at the market, i.e., medium eggs, large eggs.

165

CAREER DEVELOPMENT GOAL: Career Awaress

GRADE LEVEL: 7-9

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will able to list 20 careers related to marine science.

ACTIVITIES (Career/Academic):

Each group of students will research marine science occupations, making a list of occupations found. The groups will each make career ladders for some of the occupations and will discuss the job descriptions of 20 careers.

166

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 7-9

SUBJECT AREA: Science/Agriculture

SHORT TERM OBJECTIVE: The students will be able to describe the occupations involved in growing vegetables and fruits.

ACTIVITIES (Career/Academic):

Students will prepare the plot and will select the seeds for a vegetable garden. They will discuss germination and insecticides. Students will mount insects found in the plot. They will then list and describe the occupations related to growing plants, i.e., entymologist, plan pathologist.

167

CAREER DEVELOPMENT GOAL: Career Awareness/Career Preparation

GRADE LEVEL: 7-9

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will become aware of plant material, flowers and how they can be fit into everyday life, and related occupations (5).

ACTIVITIES (Career/Academic):

Discussion on why flower arranging--possible occupations.
Flower arranger on basic arranging.
Workshop for actual experience.

168

CAREER DEVELOPMENT GOAL: Attitude Development/Career Exploration

GRADE LEVEL: 7-12

SUBJECT AREA: Science/Agriculture

SHORT TERM OBJECTIVE: The students will be able to state the attitudes, values, beneficial to persons in animal husbandry.

ACTIVITIES (Career/Academic):

Students will observe the care and feeding of animals and will list some of the diseases that animals may incur. Students will describe the treatment for those diseases.

Guest speakers: veterinarian, animal inspector, farmers who will discuss their attitudes, values and duties.

169

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness/Career Orientation/Economic Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-12

SUBJECT AREA: Agriculture (Animal Science)/English

SHORT TERM OBJECTIVE: Students will become more aware of the relationship between the agriculture curriculum and employment opportunities, more knowledgeable of career choices available, and will assess their skills for this field.

ACTIVITIES (Career/Academic):

1. Class discussion on jobs within the Animal Industry and show filmstrip (see above) - i.e., ranch hand, equipment operator, milker, sheepherder, animal keeper, feed store worker, poultry worker, egg grader, etc.
2. Hand out "Guidelines for an Interview" (see Appendix) and have each student choose a career area of interest in which to interview workers.
3. Each student (with teacher assistance as needed) will set up three interviews with workers in a chosen interest area - i.e., preferably one employer and two workers at entry-level jobs.
4. Class activity will involve students sharing their interviews, in some way, with the rest of the class.

Note: Much student creativity can be expressed by allowing open-ended latitude in the way students are to share the substance of their interviews with the rest of the class. For example: poster board diagrams with pictures, slide/tape presentation, video-tape, cassette tape recording, scrap book, etc.

170

CAREER DEVELOPMENT GOAL: Career Awareness/Self Awareness/Educational Awareness/Career Exploration

GRADE LEVEL: 9

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: Students will become aware of five occupations within the medical field, defining aptitudes and abilitiesrequired in each occupation and assess their capabilities for each.

ACTIVITIES (Career/Academic):

Students will form teams of 2-3 having common interest in general field of medicine. Several groups from career exploration class with same interest will visit career cneter.

Vocational or career counselor will discuss materials available.

Phones available for student use in career center for contacting resource people to visit at work sites.

171

CAREER DEVELOPMENT GOAL: Career Awareness/Educational Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: Physical Science (Geology)

SHORT TERM OBJECTIVE: Students will explore and compare various geological emphases (meteorology, oceanobraphy, etc.)

ACTIVITIES (Career/Academic):

Students will check local oil companies to find out opportunities in the petroleum industry. They will research the education requirements in geology. The class will compile a list of geology-related fields in governmental agencies and the petroleum industry.

172

CAREER DEVELOPMENT GOAL: Career Awareness/Educational Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: Physiology/Chemistry

SHORT TERM OBJECTIVE: The students will each write about six health occupations and will define three.

ACTIVITIES (Career/Academic):

Students will list training and/or education necessary for a specific job.
Students will collect material and/or information on specific careers.
Students will list jobs that are based on text subject matter.

173

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Preparation

GRADE LEVEL: 10-12

SUBJECT AREA: Chemistry

SHORT TERM OBJECTIVE: Students will successfully apply the Gas Laws under study to a physiological system in an experimental situation.

ACTIVITIES (Career/Academic):

Students will work problems involving the difference in atmospheric pressure at different altitudes, the lung capacity variations with age and sex. If a spirometer is available or can be borrowed from a clinic, a laboratory could be centered on this area.

174

CAREER DEVELOPMENT GOAL: Educational Awareness/Self Awareness/Career Awareness/Career Planning and Decision Making/Consumer Competency

GRADE LEVEL: 10-12

SUBJECT AREA: Science

SHORT TERM OBJECTIVE: The students will evaluate in writing their academic background against the requirements of a post-high school allied health training program.

ACTIVITIES (Career/Academic):

1. On a 3-column form, the student will:
   a. list the requirements fo the college for the two-year program.
   b. completed subjects and grades from a model transcript.
   c. deficiencies (if any)
2. The student will evaluate the model transcript against the entrance requirements for the four year nursing program. Other porgrams, i.e., paramedic, radiclogist, etc., can be used according to student interest.
3. The student will evaluate a model transcript that fulfills the dental assistant program but leaves definite deficiencies for hygienist training.
4. Students will role-play the admissions officer and will compose letters of acceptance or refusal to the model applicant.
5. Students will discuss the role of the community college in providing academic courses that help overcome deficiencies.
6. Students will list all health careers related to chemistry.

175

CAREER DEVELOPMENT GOAL: Economic Awareness/Career Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: Physiology/Chemistry/Biology

SHORT TERM OBJECTIVE: From a given list of ten occupations, the students will each state which jobs are in demand and which are not.

ACTIVITIES (Career/Academic):

Students will be told about present and future job market of health occupations. Each student will choose two or three careers and with the aid of career center personnel, determine the job markets for each.

176

CAREER DEVELOPMENT GOAL: Attitude Development/Career Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: Physiology

SHORT TERM OBJECTIVE: The students will each write about one specific health occupation and the role it plays in society.

ACTIVITIES (Career/Academic):

Students will write a short paragraph on each of several specific health careers. In doing so, they will answer the question "How does this occupation contribute to society?"

177

CAREER DEVELOPMENT GOAL: Career Awareness/Attitude Development

GRADE LEVEL: 10-12

SUBJECT AREA: Physiology

SHORT TERM OBJECTIVE: The student will demonstrate in a one-page essay a knowledge of skills and attitudes in the physiological subject matter that relates to career possibilities.

ACTIVITIES (Career/Academic):

Interview a person in health field concerning attitudes that can affect their work, e.g., heart specialist on attitudes toward life and death.
Class discussion on social and attitudinal implications of modern developments in biological sciences and medicine.

178

CAREER DEVELOPMENT GOAL: Career Awareness/Educational Awareness/Consumer Competency/ Economic Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: Biology, Physiology

SHORT TERM OBJECTIVE: The student will describe orally the opportunities, training period, and general aptitudes needed for success in one allied health field.

ACTIVITIES (Career/Academic):

1. Students will have a "treasure hunt' in the Career Center. Each student will be handed a map of the center and pulls from a hat a question to search out, e.g., "How long does it take to become a doctor of medicine?" "Where is the nearest RN school that offers a four-year degre program?"
2. Students will find out what financial aid and scholarships are available in the allied health field.
3. Students will fill out a scholarship application for a fictious student. Using a ligh and imaginative approach, the students will be rich, poor, male, female, etc.

4. Students, divided in groups, will be assigned a specific health field and will list the characteristics and aptitudes they think should be possessed by a person in that field. Each group should keep the specific career a secret. The numbered lists are circulated among the groups, each trying to identify correctly the careers involved.

179

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 10-12

SUBJECT AREA: Chemistry

SHORT TERM OBJECTIVE: The students will be able to describe in oral or written form at least one test conducted by a local agricultural laboratory and the abricultural use of the information provided by the test.

ACTIVITIES (Career/Academic):

1. Visit a commercial flower grower (or have a flower grower visit classroom). Discuss, among other topics, the fertilizer program including the use of analytic data from plant parts with reference to major plant nutrients (nitrogen, phosphorus, potassium, magnesium, copper, etc.). (Background: a leaf analysis will provide percent or parts-per-million data about the presence of N, P, K. Mg, Co, etc. Experiment has provided optimum levels for these elemental nutrients for successful cultivation. The analytic data determines quantities or concentrations of fertilizers to be used.)
2. Visit an agricultural laboratory. Talk with technicians about the the analysis of plant parts regarding: laboratory equipment, measurement techniques, recording of data, conventions on reporting data, recommendations to grower, mathematics used and wages and costs.
3. Return to classroom and discuss career opportunities, use of agricultural labs by flower and other growers, job descriptions, job satisfactions, future opportunities, etc.

SOCIAL STUDIES

CAREER DEVELOPMENT GOAL: Career Preparation/Economic Awareness/Career Awareness/Attitude Development

GRADE LEVEL: 7-9

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will demonstrate techniques of oral persuation and summary as they contribute to occupational success.

ACTIVITIES (Career/Academic):

1. Students will choose between labor and management teams to participate on in this simulation exercise.
2. The class decides on the name of the company and a product in which they can become personally interested in dealings with.
3. The class will discuss the separate viewpoints of workers and management in negotiations, the functions of key personnel in the negotiating process - i.e., factory owner, vice-president, factory forperson, union leader, union shop steward, etc.
4. Discuss the above-mentioned personnel in relation to their positions and roles in a strike situation.
5. The class develops 6-8 worker demands pertaining to salary increases, additional paid holidays, increased job security, shortened work week, a day care center for employee children, profit-sharing plan or year end bonus plan, etc.
6. Divide the class into union and management groups. The union group establishes priorities for their demands and selects 3 representatives to speak for the group. The management group decides which demands can be agreed to, which they cannot agree to, and those on which they might be willing to compromise. Three representatives will be selected to negotiate for the management group.
7. Union and Management representatives meet for their first round of negotiations in public panel format before rest of the class. Union members design and make picket signs. Management group writes a full page ad stating their viewpoint, for placement (simulated) in the town newspaper.
8. Union and management representatives meet for a second round of negotiations in public panel format. A strike vote is decided upon by the union membership.
9. Simulate a 3 week strike period by union membership.
10. Before the third round of negotiations, invite an objective arbitrator to attend the negotiations and make a final determination on the issues if the union and management representatives are not able to reach a compromise.

11. Final determination of the contract is made.

181

CAREER DEVELOPMENT GOAL: Economic Awareness/Consumer Competency

GRADE LEVEL: 9-12

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVES: Students will list five occupations in banks, savings and loan associations and other financial institutions and their contributions to the business.

ACTIVITIES (Career/Academic):

1. Students will read text chapter on "Revolt of the Debtor, 1889-1900."
2. Small groups of 7-10 students will visit one of the following: bank, savings and loan, credit union, finance company. Groups will share with class information gathered about credit as a service offered by each of these businesses.
3. Class discussion on the pros and cons of credit purchasing.
4. Films: "Banks and Credit," "Consumer Education: Installment Buying," "Consumer Education: Retail and Credit Buying" - available for students to view.
5. Students will develop individual reports on their view of the economy without a credit system.

182

CAREER DEVELOPMENT GOAL: Career Planning and Decision Making/Economic Awareness/Attitude Development/Self Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: U.S. History

SHORT TERM OBJECTIVE: Students will select three American historical figures and determine their work histories and how they made career choices.

ACTIVITIES (Career/Academic):

1. Students view films on Robert E. Lee and discuss the occupational changes he made during his lifetime.
2. Students review material on historical U.S. figures as to their occupational changes and how these came about.
3. Class discussion of current trends in occupational change - causes, results, impact on the individual, need of people to be adaptable, etc.
4. Students select three historical figures and describe in oral or written report the occupational histories of each and the effect of these changes on the individuals.
5. Students design a career plan for themselves, beginning with a tentative career choice and showing several changes that might evolve and how they would adapt to them. A bulletin board display would be made of these career plans.

183

CAREER DEVELOPMENT GOAL: Self Awareness/Attitude Development/Career Awareness/Career Planning/Decision Making

GRADE LEVEL: 9-12

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will list a minimum of five factors important in finding job satisfaction.

ACTIVITIES (Career/Academic):

1. Students, in groups of 5-6 people, determine what is important to job fulfill-

ment/satisfaction and construct a chart showing a minimum of five factors.

2. Students will listen to taped interviews and interview workers in different occupations about the advantages and disadvantages of their jobs, what is required for them to feel job satisfaction, etc.
3. Students, returning to their small groups, will revise, if necessary, their original charts.
4. Class discussion of each group's chart, including what revisions were made, why, how this activity has affected previous individual perceptions of job satisfaction, etc.
5. The charts can be displayed in the classroom and incorporated into future career education activities.

184

CAREER DEVELOPMENT GOAL: Career Awareness/Attitude Development/Career Orientation/Career Exploration

GRADE LEVEL: 10-11

SUBJECT AREA: Social Studies

SHORT TERM OBJECTIVE: Students will learn about jobs in the radio industry.

ACTIVITIES (Career/Academic):

The students will participate in a Public Affairs Skill Game. Activities including doing a demographic survey of the community, preparing a newscast, learning about the role of the F.C.C. by role-playing, and preparing a program schedule that would fit the needs of a given community.

185

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 11-12

SUBJECT AREA: English/Social Studies

SHORT TERM OBJECTIVE: The students will be able to teach other students about five occupations related to the field of U.S. foreign affairs.

ACTIVITIES (Career/Academic):

The student will, in written form, from newspapers, encyclopedias, etc., brainstorm U.S. involvement in foreign affairs and indicated what organizations and personalities are involved.
The students will research films on foreign affairs.
Available speakers will be brough into class.

186

CAREER DEVELOPMENT GOAL: Economic Awareness/Career Preparation/Consumer Competency/Career Exploration/Career Orientation

GRADE LEVEL: 11-12

SUBJECT AREA: Social Studies (Economics)/Industrial Arts/Math

SHORT TERM OBJECTIVE: Students will be able to synthesize the steps involved in a mass produced product and will be able to explain the opportunities and economics of a woodworking enterprise.

ACTIVITIES (Career/Academic):

The class will make Cassette tape holders.
Section I will plan design and draft the mass production product.
Section II will find the cost, see if the cost can be cut, determine if the product is economical, and will make a flow chart of the product as it is machined and assembled.
Section III will make a prototype and will design and make the fixtures for the mass production run.
Section IV will be responsible for assigning jobs and making sure students know what their job is.
Section V will be responsible for making templates and fixtures and will check each

machine part.
Time cards will be filled out by the students to keep track of wages that would be paid and to figure the actual cost of the mass production product minus tool and equipment amortization. The students will determine the precentage of mark-up on mass-producted products found in retail stores, magazines and newspaper ads.

HOME ECONOMICS/INDUSTRIAL EDUCATION

187

CAREER DEVELOPMENT GOAL: Consumer Competencies

GRADE LEVEL: 7-8

SUBJECT AREA: Home Economics/Mathematics

SHORT TERM OBJECTIVE: The students will be able to recognize the differences in prices, qualities, and quantities of given items in a supermarket.

ACTIVITIES (Career/Academic):

Selected grocery items will be on a table. Students will guess prices. Discussion to follow. Prices at given store will be told.
Students will make their own list of 8-10 products by size and brand name.
Some quality judging.

188

CAREER DEVELOPMENT GOAL: Career Awareness/Educational Awareness/Career Planning and Decision Making/Economic Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Industrial Arts

SHORT TERM OBJECTIVE: The students will demonstrate a knowledge of the careers within the construction industry, specialization within the careers, and the advancement ladder in each career.

ACTIVITIES (Career/Academic):

Students will select a career within their group and will give a report on that career. The report will include current salaries for that career.

189

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-9

SUBJECT AREA: Industrial Arts

SHORT TERM OBJECTIVE: Students will be able to compare their interests, abilities, and aptitudes to those needed in fire science.

ACTIVITIES (Career/Academic):

Students will list careers in fire science, their entrance requirements, working situations and approximate salaries. Students will discuss high school courses that would be beneficial to those seeking careers in fire science, i.e., physics and chemistry. Students will discuss the secondary and postsecondary programs that offer fire science training. Regional Occupation Programs, community college programs, etc. The students will write a paper comparing the life style they wish to lead and a career in fire science.

190

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation/Economic Awareness/Consumer Competencies

GRADE LEVEL: 7-9

SUBJECT AREA: Industrial Arts/Art/Mathematics

SHORT TERM OBJECTIVE: Students will be able to describe the occupations involved in the designing and construction of a swimming pool.

ACTIVITIES (Career/Academic):

The students will list all the careers involved in building the pool and will interview a person at each stage to determine training required, i.e., designer (art, drafting). The students will determine the cost of the swimming pool at each stage. Each student will give a written report on the career that interested them most.

191

CAREER DEVELOPMENT GOAL: Career Awareness/Career Exploration/Career Preparation

GRADE LEVEL: 7-9

SUBJECT AREA: Industrial Arts/Home Economics

SHORT TERM OBJECTIVE: The students will be able to state 4 careers related to the upholstery field.

ACTIVITIES (Career/Academic):

The students will list careers related to upholstery.

The students will make a model van and customize it.

192

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation/Economic Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Home Economics/Industrial Arts

SHORT TERM OBJECTIVE: The students will be able to state how knowledge in home economics and industrial arts can lead to a career in retail sales.

ACTIVITIES (Career/Academic):

Each student will determine how many jobs in the store are related to homemaking and/or industrial arts.

193

CAREER DEVELOPMENT GOAL: Career Awareness/Educational Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Home Economics

SHORT TERM OBJECTIVE: The students will be able to identify the entry-level requirements for 10 careers related to Home Economics.

ACTIVITIES (Career/Academic):

The class will be divided into small groups. Each group will select a career in homemaking related occupations and will research the job entry level, training and preparation necessary, specialization and advancement for that career. Groups will present their information to the class in a panel discussion.

194

CAREER DEVELOPMENT GOAL: Career Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-9

SUBJECT AREA: Home Economics

SHORT TERM OBJECTIVE: Given a list of homemaking related careers, the students will be able to determine the training and education needed for those careers.

ACTIVITIES (Career/Academic):

Each student will select one career from the list and will give an oral report on the career, emphasizing the educational requirements for entrance. The students will plan a high school program that is compatible to the career they selected.
Students will discuss nearby colleges that offer two year or four year degrees leading to the listed careers.

195

CAREER DEVELOPMENT GOAL: Attitude Development/Economic Awareness

GRADE LEVEL: 7-12

SUBJECT AREA: Industrial Education

SHORT TERM OBJECTIVE: The students will obtain sufficient knowledge to correctly answer all questions of the Hand Tool Safety Test following the unit.

ACTIVITIES (Career/Academic):

Class discussion: Consequence to worker when an accident occurs.
Class discussion: Cost of accidents to industry and Cal OSHA requirements.
Practice taking the Hand Tool Safety Test.

196

CAREER DEVELOPMENT GOAL: Attitude Development/Economic Awareness

GRADE LEVEL: 7-12

SUBJECT AREA: Home Economics

SHORT TERM OBJECTIVES: Students will be able to analyze the advantages and disadvantages of situations involving women.

ACTIVITIES (Career/Academic):

Students will research their topics and present their findings in panel discussions. Disparities of salary, working conditions, the economic value of homemakers, the life styles of women who marry early vs. those who marry later may be emphasized.

197

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-12

SUBJECT AREA: Home Economics

SHORT TERM OBJECTIVES: Students will be able to compare their abilities, aptitudes, and characteristics with those required in the fields of fashion design, modeling, and interior design.

ACTIVITIES (Career/Academic):

Students will research each field by filling out the questionnaire. Working conditions, salaries, benefits, longevity, job supply and demand shoul be emphasized.
Students will then discuss high school courses that would be beneficial in seeking careers in these fields.

198

CAREER DEVELOPMENT GOAL: Career Awareness/Career Preparation

GRADE LEVEL: 7-12

SUBJECT AREA: Industrial Education

SHORT TERM OBJECTIVE: The student will identify, select, and use some of the common abrasives properly.

ACTIVITIES (Career/Academic):

Students will examine abrasive samples under a microscope.
Class will discuss jobs that are related to the use of abrasives and develop a list.
Occupations in related fields, i.e., sales, manufacturing and distribution will be listed.
Students will prepare a project that will be finished by hand sanding.

199

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 11-12

SUBJECT AREA: Industrial Education

SHORT TERM OBJECTIVE: The students will list five occupations related to the metals program at the termination of a two-hour presentation.

ACTIVITIES (Career/Academic):

The students will brainstorm the vocational possibilities in the metal industry. Movies on "Careers in Metals" will be shown. Speakers from welding, machine and sheet metal industries will make presentations. SAFETY INSTRUCTION will be emphasized in all areas by the speakers. Field trip to various industries.

200

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 11-12

SUBJECT AREA: Home Economics/English

SHORT TERM OBJECTIVE: The students will demonstrate the ability to correctly spell words commonly needed on job applications relating to Home Economics.

ACTIVITIES (Career/Academic):

Students will complete the crossword puzzle containg words often misspelled on job applications.

BUSINESS EDUCATION

201

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 8-9

SUBJECT AREA: Typing

SHORT TERM OBJECTIVE: The students will be able to compile a short list of office machines related to typewriter keyboard.

ACTIVITIES (Career/Academic):

Students will list machines presented in the filmstrip. They will name two standard sizes of type generally used in office typewritters and will discuss the advantages and disadvantages of typewriter ribbons in general use.

202

CAREER DEVELOPMENT GOAL: Career Awareness/Career Planning and Decision Making/Career Orientation/Educational Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: Business

SHORT TERM OBJECTIVE: Students will describe the career choices open to the student who masters typing, shorthand and accounting.

ACTIVITIES (Career/Academic):

Students will list the careers, salary ranges, training requirements for each classification - typing, shorthand, accounting. Each student will choose a career and will interview a person employed in that occupation. Students will then identify high school and post secondary courses that will lead to entry-level requirements for that career.

ART

203

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The student will participate in a group project which will illustrate how jobs are related in a specific field.

ACTIVITIES (Career/Academic):

1. Each team will choose one of the basic fields with related occupations - medicine, merchandising, construction, etc.
2. Each team will make a "scroll," using collage materials and butcher paper, to illustrate a logical progression or related occupations.
3. Each team will study basic principles of design and composition, and will practice and study lettering.

204

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The students will express their interests, values and attitude through a selected art media.

ACTIVITIES (Career/Academic):

1. The student will make a Profile collage by going through magazines and compiling two separate files -- pictures of things valued or liked and pictures of things that are disliked.
2. A "shadow profile" will be made on large paper with the overhead projector.
3. The student will glue a collage of photos and illustrations from the "positive file" inside the profile. The "negative file" clippings will be glued outside the profile. (Clippings will be edited with scissors for good composition.)

205

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The students will express their interests, values and attitudes through a selected art media.

ACTIVITIES (Career/Academic):

1. Students will make a Utopia poster by drawing a situation or place in which they would like to live.
2. The drawing will be painted and enhanced with India ink or felt pen.
3. Lettering and bordering will be optional.

206

CAREER DEVELOPMENT GOAL: Career Exploration/Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: Given a career in the field of art, the students will be able to describe the probable life style of the artist.

ACTIVITIES (Career/Academic):

1. The students will write a projected profile of the kind of life style they would like.
2. Each day, the students will write a short statement on whether the occupation studied would appeal to them and why.

207

CAREER DEVELOPMENT GOAL: Career Awareness/Career Exploration/Career Orientation

GRADE LEVEL: 7-9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The students will be able to describe in writing at least one occupation related to their favorite area in arts and crafts.

ACTIVITIES (Career/Academic):

After most of the year is over, each student will choose their favorite are activity and will do research on the following:

(a) Are there some occupations which are related to this medium or area?
(b) What preparation is needed? (academic, apprenticeship, etc.)
(c) What are the realities of the job--demand, salary, benefits, advantages, disadvantages?

208

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 8-9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The students will illustrate one occupation using basic art skills and concepts.

ACTIVITIES (Career/Academic):

1. Students wil make a poster advertising a career. They should do some research i.e. finding suitable photos or illustrations, different styles of lettering, etc.

209

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Preparation

GRADE LEVEL: 9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The students will demonstrate skills in drawing and painting in connection with interior design.

ACTIVITIES (Career/Academic):

1. Each student will select and compile a notebook with samples and drawings for one or more rooms in a building or house they have designed.

210

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Orientation/Career Preparation

GRADE LEVEL: 9

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The student will demonstrate in one project skills in drawing and painting in connection with architectural design.

ACTIVITIES (Career/Academic):

1. The students will study floor plans and discuss with architect realities and creativity in designing a building.
2. Each student will design a building or a house using graph paper and making a "floor plan."
3. Each student will make a "mock-up" drawing painting of his design.

211

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Orientation

GRADE LEVEL: 9-12

SUBJECT AREA: Crafts

SHORT TERM OBJECTIVE: The students will demonstrate orally an awareness of the importance of a math and science background in the jewelry profession.

ACTIVITIES (Career/Academic):

1. Students will design a bulletin board telling how to calculate weights or waxes and metals used in jewelry work.

212

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation/Self Awareness

GRADE LEVEL: 9 - 12

SUBJECT AREA: Crafts

SHORT TERM OBJECTIVE: The student will identify orally the type of personality needed for a career in jewelry.

ACTIVITIES (Career/Academic):

1. Each student will contact a local jeweler and ask the question, "What 3 personality qualities are necessary for your profession?"
2. Class discussion: "What personality characteristics make a career with jewelry a happy one?"
3. Students will write a report telling what aspect of the business they would fit into and why.

213

CAREER DEVELOPMENT GOAL: Career Awareness/Consumer Competency/Economic Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: Craft

SHORT TERM OBJECTIVE: The students will simulate the steps necessary for starting their own jewelry business.

ACTIVITIES (Career/Academic):

1. Students will enter information gained from guest speakers in note book.
2. Each student will prepare a proposal for starting a business.

214

CAREER DEVELOPMENT GOAL: Attitude Development/Economic Awareness/Career Orientation

GRADE LEVEL: 11-12

SUBJECT AREA: Art

SHORT TERM OBJECTIVE: The students will perform one task needed in a assembly line project.

ACTIVITIES (Career/Academic):

1. Students will write a report on one function or step of production in the development of an art project.
2. Students will complete a class art project in an assembly line fashion.
3. Students will list vocabulary words unique to the art of printing.

215

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation/ Educational Awareness

GRADE LEVEL: 11-12

SUBJECT AREA: Crafts II

SHORT TERM OBJECTIVE: Students will be able to show the training needed for a career in jewelry through the film media.

ACTIVITIES (Career/Academic):

1. Students will do a short paper on training needed for the jewelry profession.
2. Students will make a vocabulary list of jewelry terms, machines and tools.
3. Student teams will make short films (super 8) and slide sets showing some aspects of the training involved in the jewelry business.

216

CAREER DEVEVOLPMENT GOAL: Educational Awareness/Career Orientation/Career Planning and Decision Making

GRADE LEVEL: 11-12

SUBJECT AREA: Commercial Art

SHORT TERM OBJECTIVE: Students will be able to list three of the educational opportunities, training and specific skills needed for one commercial art career.

ACTIVITIES (Career/Academic):

1. Students will list several art schools and the various jobs for which they offer preparation.
2. Students will critique and evaluate school offerings.
3. Students will prepare an art portfolio for the art school of their choice.

217

CAREER DEVELOPMENT GOAL: Career Awareness/Career Preparation/Career Orientation

GRADE LEVEL: 11-12

SUBJECT AREA: Commercial Art

SHORT TERM OBJECTIVE: Students will illustrate their awareness of the influence of environment on design and design occupations.

ACTIVITIES (Career/Academic):

1. Students will list careers and related vocabulary involved in designing a civic center or mall.
2. Each student will design a civic center or mall that is environmentally sound.
3. Each student will design a sign that will match and enhance a surrounding area.

MUSIC

218

CAREER DEVELOPMENT GOAL: Consumer Competency

GRADE LEVEL: 7-12

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: The students will engage in one activity invovling comparison shopping.

ACTIVITIES (Career/Academic):

The students will each select one item related to music, i.e., a record, guitar, and will determine what the cost is for that item in three locations.

The class will discuss the reasons for varying prices.

The students will discuss why one brand may be a better buy than the same items of a different brand.

219

CAREER DEVELOPMENT GOAL: Economic Awareness/ Educational Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-12

SUBJECT AREA: Music/Drama/Home Economics/Physical Education

SHORT TERM OBJECTIVE: The students will describe the life styles of actors, musicians model, fashion designers and professional athletes.

ACTIVITIES (Career/Academic):

1. Students will hear guest speakers - musicians, actors, actresses, dancers, models, fashion designers and professional athletes. Guest speakers will discuss job supply and demand, training, average salaries and their life styles when they are employed and unemployed.

219 (continued):

2. Students will research the economics of each career in the Occupational Outlook Handbook in groups of 4-5 students. Each group will make a presentation to the class.
3. Students will then list celebrities who have skills in other occupations or college degrees, i.e., Roberta Flack, Bill Cosby, Robert Vaughn, Telly Savalas.
4. Each student will look at the high school, adult education, ROP/ROC Programs, and community college curricula for courses that provide skills and education needed for times of underemployment, unemployment, and employment. Each student should consider a career that could be reentered after the first career has ended.
5. Students will write an essay describing their life style in one of the fields being studied, i.e., acting, music, modeling, fashion designing, professional sports. The essay will include life styles when underemployed, unemployed and employed.

220

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: The students will be able to list 5 occupations and/or leisure activities related to the musical theatre from a teacher-prepared list of no less than 15 occupations after a minimum of 2 class periods.

ACTIVITIES (Career/Academic):

1. A teacher-led discussion about occupations related to the musical theatre.
2. Display pictures related to musical productions.
3. Show film
4. Work with students to prepare a set of questions to ask speaker (director or assistant director).
5. Arrange for the class to attend a rehearsal and badkstage tour and interviews with performers and others connected to the production.

221

CAREER DEVELOPMENT GOAL: Self Awareness/Career Awareness/CAreer Orientation/Career Exploration/Career Preparation

GRADE LEVEL: 7-12

SUBJECT AREA: Music/Drama/English/Interdisciplinary

SHORT TERM OBJECTIVE: Students will develop team or individual poetry/prose projects integrated with their choice of musical backgroud accompaniment for presentation to the class.

ACTIVITIVES (Career Academic):

1. Students will develop a list of types and styles of music accordint to historical periods of development. Class discussion and research will revolve around how the music was presented and for what prupose it was intended within each historical period. Recordings, tapes and live presentation of examples will be used whenever possible.
2. Students are assigned to view/attend various presentations in which music and verbal expression are combined - i.e., school and community theatrical productions, movies, TV and radio productions, etc. - to see the variety of ways that music and work can be combined and to analyze the impact of this combination on the audience.
3. Community resource people are invited to the class to perform and discuss their work, how they integrate words and music and what they intend in terms of audience impact.
   Examples of resources: folksinger, electronic rock musician/group, poet, lyricist, monologist, mime, opera singer, renaissance musician(s), choir director/singer(s), etc. (Many of these resource people may be available among the staff, student body and family members.)
4. Students will choose something that they have written - i.e., essay, short story, poem, lyric, descriptive paragraph, etc. - and will integrate that with music. The music does not have to be original, and may be background or accompaniment to the words.
5. Each student or team will present this project to the class.
   Note: Some students may want to use slide/tape media in presentation. A non-verbal pictorial message combined with taped musical lyric would be another effective communications technique.

222

CAREER DEVELOPMENT GOAL: Career Awareness/Attitude Development

GRADE LEVEL: 10-12

SUBJECT AREA: Music

SHORT TERM OBJECTIVE: Students will be able to describe the duties of every person involved in a radio, television or stage presentation.

ACTIVITIES (Career/Academic):

Students will interview each person involved, determining their job requirements, training, and the attitudes their jobs require. The students will then present a musical comedy.

FOREIGN LANGUAGES

223

CAREER DEVELOPMENT GOAL: Self Awareness/Attitude Development/Economic Awareness/Career Planning and Decision Making

GRADE LEVEL: 7-12

SUBJECT AREA: Foreign Languages

SHORT TERM OBJECTIVE: Students will (pre-test) state their reason for enrollment in a foreign language course, willingly interview five people who are (at least) bilingual and use both languages in their work, and will (post-test) write and/or present orally to the class their individual position on "The Place of Foreign Language(s) in My Life."

ACTIVITIES (Career/Academic):

1. Students will write a statement as to their reason(s) for being enrolled in a foreign language course.
2. Community resource people who are bilingual and use languages in their work will be contaced and invited to visit the classroom (Teacher/Students).
3. Preliminary to these scheduled visits, the class will develop a list of questions that will be presented to the guest speakers.

   Examples:
   (1) What languages do you speak, read and write?
   (2) When did you become interested in the study of languages?
   (3) How do you use these languages in your work?
   (4) Why should foreign languages be a part of the school curriculum?
4. Students will write a paper or present an oral report to the class on "The Place of Foreign Language(s) in My Life." Students should be encouraged to indicate if their viewpoint has changed from that presented in their first statement (#1) and why this has occurred.

224

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Awareness/Attitude Development

GRADE LEVEL: 7-12

SUBJECT AREA: Foreign Languages

SHORT TERM OBJECTIVE: The students will list 4 ways that demonstrate how knowing a foreign language could provide job opportunities.

ACTIVITIES (Career/Academic):

Students will ask specific questions about foreign language and careers in the foreign language being studied.

225

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 7-12

SUBJECT AREA: Foreign Languages

SHORT TERM OBJECTIVE: The student will make a written list of at least ten vocabulary words dealing with real estate and ten vocabulary words dealing with the home.

ACTIVITIES (Career/Academic):

1. Students will practice vocabulary in skits whereby actual translations are carried out. (Students should "sell" a house in Spanish, etc.)

226

CAREER DEVELOPMENT GOAL: Educational Awareness/Career Awareness/Attitude Development

GRADE LEVEL: 7-12

SUBJECT AREA: Foreign Languages

SHORT TERM OBJECTIVE: The students will each describe in writing two ways in which a foreign language can be used in careers.

ACTIVITIES (Career/Academic):

1. The students will write and perform skits showing the use of a foreign language in an ordinatry daily work situation. The teacher will play the role or the non-English speaking patient or client.

227

CAREER DEVELOPMENT GOAL: Consumer Competency/Career Preparation

GRADE LEVEL: 10-12

SUBJECT AREA: Foreign Language/Business Law

SHORT TERM OBJECTIVE: The students will be able to translate a business document written in a foreign language into English with 80% accuracy.

ACTIVITIES (Career/Academic):

Students will translate the document from foreign language to English.

Guest speaker: Lawyer who has clients who speak the foreign language being studied.

228

CAREER DEVELOPMENT GOAL: Career Awareness/Career Preparation

GRADE LEVEL: 10-12

SUBJECT AREA: Foreign Languages, Business

SHORT TERM OBJECTIVE: The students will use the foreign language being studied in a simulated working situation.

ACTIVITIES (Career/Academic):

1. The students will list jobs in which bilingualism is useful or necessary, i.e., diplomat, customs agent, border patrol.

2. The students will compose a business letter in the foreign language being studied.

PHYSICAL EDUCATION

229

CAREER DEVELOPMENT GOAL: Career Awareness/Attitude Development

GRADE LEVEL: 7-9

SUBJECT AREA: Physical Education/English

SHORT TERM OBJECTIVE: The students will list those attitudes, values and personal characteristics that would be beneficial in seeking a career as a professional athlete.

ACTIVITIES (Career/Academic):

Students will interview professional or college athletes living in their locale, ascertaining those qualities that lead to success in sports careers.

From a teacher-prepared list, each student will choose a biography based on a sports figure and will list the qualities possessed by that person.

The class will compare the qualities of sports figures and will determine which qualities seem common to most athletes.

230

CAREER DEVELOPMENT GOAL: Career Planning and Decision Making/Educational Awareness

GRADE LEVEL: 7-10

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: The students will be able to state those high school courses that prepare students for college degrees in physical education.

ACTIVITIES (Career/Academic):

Students will list those courses needed to complete a degree in physical education. Students will then look at the high school curriculum and will list those courses that would be preparation for college in this field.

231

CAREER DEVELOPMENT GOAL: Carper Exploration/Career Preparation

GRADE LEVEL: 7-12

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: The students will be able to direct a group of younger students in a physical education activity.

ACTIVITIES (Career/Academic):

Each student will direct or officiate in a recreation activity involving young students. (This activity can take place during a long length of time.)

232

CAREER DEVELOPMENT GOAL: Consumer Competency

GRADE LEVEL: 7-12

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: Given a list of sporting equipment, the students will be able to state the proper way the equipment should be treated.

ACTIVITIES (Career/Academic):

The students will study the school budget for sports equipment and the cost of items purchased. The class will discuss why equipment has to be replaced.

The students will choose one item from the teacher-prepared list, i.e., skiis, tennis racket, fishing rod, and will research the proper use of that item.

233

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-12

SUBJECT AREA: Physical Education

SHORT TERM OBJECTIVE: The students will be able to state which recreational activities they would like to pursue in their leisure time.

ACTIVITIES (Career/Academic):

After participating in a series of recreational activities, students will each rank the activities that appealed to them most and the activities that appealed to them least. The students will then describe in a one-page essay the activities they would likely pursue as adults.

234

CAREER DEVELOPMENT GOAL: Career Awareness/Career Orientation

GRADE LEVEL: 7-12

SUBJECT AREA: Physical Education/Home Economics

SHORT TERM OBJECTIVE: The students will list 25 occupations related to the hospitality and recreation cluster.

ACTIVITIES (Career/Academic):

Each group will research their area and will give a panel discussion, reporting on the occupations found in their area, supply and demand, training required and average salaries.

INTERDISCIPLINARY

235

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The students will explore five occupational interests from information obtained at the career education center keeping in mind their personal attributes, interests and abilities with intent to find personal occupational satisfaction.

ACTIVITIES (Career/Academic):

1. Select information from career center relating to occupational interests
2. View film, and talk to worker employed in occupational area
3. Become involved in exploratory work experience in occupational areas selected
4. Discuss information and experiences with teacher and parents.

236

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will be able to apply their classroom experience to a recognizable job skill by doing things they would need to do for a job.

ACTIVITIES (Career/Academic):

Each student will be asked to write a sample resume of their skills for a job of their choice. The resume would serve a dual purpose, i.e. practice in writing skills as well as in qualifications required for a specific job. Students would share their resumes emphasizing job skill requirements. The teacher would emphasize that good writing habits are important as are skills. Students then discuss each other's resumes.

237

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will decide on 3 jobs in which they have interest and some of the necessary abilities.

ACTIVITIES (Career/Academic):

Students will: (1) listen to speakers, (2) look at films, (3) take interest inventories, (4) take ability tests, (5) see school grades and test scores, (6) discuss in large and small groups what they have heard or seen, (7) research one career in library, (8) try sample work experience kits.

238

CAREER DEVELOPMENT GOAL: Career Exploration

GRADE LEVEL: 7-9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will list (as a class) the characteristics of the job being observed for one day.

ACTIVITIES (Career/Academic):

The students in the class will be spending one day on a job site with an adult employee to explore a particular career of their choosing. The students in this class are to compile a list of items for observation during their individual career exploration assignment.

239

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 7-9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The students will be able to select five things they love doing and state what they learned or reinforced in this exercise.

ACTIVITIES (Career/Academic):

Students will fill out a "20 Loves" paper. Discussion on what they have learned about themselves.

240

CAREER DEVELOPMENT GOAL: Decision Making

GRADE LEVEL: 7-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVES: The student will be able to analyze the outside forces that mold personality, values, decision-making processes, and interpersonal relationships.

ACTIVITIES (Career/Academic):

1. Students wil take "Values, Attitude Questionnaire." They will write or orally discuss:
   a. their values and those of others
   b. how and why they make decisions
   c. understanding self and others
2. Students will study the problems teenagers face:

   generation gap
   use of drugs and alcohol
   prejudice
   consumer awareness
   pollution
   citizenship
   sex roles
   dating, etc.
3. Students will gain insight by:

   interviewing others
   introspection
   reading
   poll taking
   projects
4. The class will communicate information by:

   debates
   panel discussions
   book reports
   creative writing
   diaries
   role playing

241

CAREER DEVELOPMENT GOAL: Self Awareness

GRADE LEVEL: 8-9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The students will be able to list five main points to be considered when applying for a job.

ACTIVITIES (Career/Academic):

1. Students will type personal inventory sheets and a letter of application. Students will type "Permit to Work" and "Affidavit of Age of Minor" forms. They will list important points in selling one's self in an interview. Students will type letter of thanks for interview.

242

CAREER DEVELOPMENT GOAL: Career Exploration

GRADE LEVEL: 9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will observe three different occupations of their choice for a period not to exceed thirty hours each.

ACTIVITIES (Career/Academic):

Students will identify three occupational clusters as possible choices in their career interest. Students will be placed on job sites to observe in a business/industry environment what the job is all about.

243

CAREER DEVELOPMENT GOAL: Career Orientation

GRADE LEVEL: 9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Student will choose 2 occupations from a specific family of occupations after a minimum of two class periods.

ACTIVITIES (Career/Academic):

1. Utilize career center
2. Group discussion
3. Take Job-0
4. View filmstrips
5. Research occupations

244

CAREER DEVELOPMENT GOAL: Educational Awareness

GRADE LEVEL: 9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Student will list 3 specific academic skills needed for entry level into job area selected from cluster of occupational interests.

ACTIVITIES (Career/Academic):

Students will: (1) complete a Job-0 to identify a cluster of occupational interests, (2) select from the cluster a specific career, (3) determine levels of academic skills necessary for entry-level, (4) and plan program of studies for the rest of their high school years.

CAREER DEVELOPMENT GOAL: Career Planning and Decision Making

GRADE LEVEL: 9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students, within a 3 weeks career education unit, will be given the opportunity to, and given help to, become aware of their interests, aptitudes and values as they might affect career decision making.

ACTIVITIES (Career/Academic):

Each student will be acquainted with and asked to complete the California Occupational Preferences Survey or the Job-0 (depending on his ability) and from these develop a list of at least three career areas that he would like. Each student will be acquainted with and be given either the GATB or the DAT (depending on time constraints) to help him become aware of his aptitudes, and will become aware of how these relate to the world or work. Each student will be acquainted with and be asked to complete a value inventory such as the Work Values Inventory or the HOOI, and will be held to discove how his major values relate to career choice.

246

CAREER DEVELOPMENT GOAL: Career Awareness/Self Awareness

GRADE LEVEL: 9

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The students will be able to find information in the Career Center, to demonstrate a knowledge of the career clustering system, and to evaluate their own personal goals and potential.

ACTIVITIES (Career/Academic):

Each student will complete the following work sheets:

- A Personal Evaluation
- The World of Experience
- The World of Work

The students and teachers will discuss the relationship between the student's likes and dislikes, experience, and desires in relation to career clusters.

The students will role-play situations in "Search for Values" Unit 1, "Time."

Lesson 1 - "Getting from Here to There" - organizing the steps necessary to reach a personal goal and the estimated time required to proceed from step to step.

Lesson 2 - "Who's Got Time" - finding the time to complete personal tasks and time organization.

Lesson 3 - "If It Please The Court" - students play roles of people holding jobs in specific occupations. Students in "jobs" act as judges while other students petition the "court" to permit them to enter certain occupations. The "petitioners" must show cause why and how they have prepared themselves for the particular occupation.

247

CAREER DEVELOPMENT GOAL: Educational Awareness

GRADE LEVEL: 9-10

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The student will be able to list 5 occupations related to each of the academic sreas of English, Social Studies, Math and Science from a school-prepared list of no less than 50 occupations after a minimum of 5 guidance classes.

ACTIVITIES (Career/Academic):

1. Students will discuss what they know of how the 4 academic disciplines are relevant to specific occupations.
2. Films and filmstrips will be shown
3. Outside speakers will talk to the class

248

CAREER DEVELOPMENT GOAL: Career Awareness

GRADE LEVEL: 9-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will be able to list 10 occupations and describe 2 qualities desirable for each.

ACTIVITIES (Career/Academic):

Students will produce a videotape concerning 5 different occupations

249

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 9-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The students will be able to fill out a job application form accurately and completely and will be prepared for a job interview.

ACTIVITIES (Career/Academic):

Each student will complete a job application and will develop a personal reference file. With questions provided by the teacher, the students in pairs will simulate the interviewer and the person being interviewed. The interviews will be tape recorded for student review.

250

CAREER DEVELOPMENT GOAL: Career Awareness/Self Awareness

GRADE LEVEL: 10

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Tenth grades will take the Kuder Interest Inventory administered by career center coordinator in their freshman orientation class and do a follow-up paper on one career of interest in the category they scored highest on.

ACTIVITIES (Career/Academic):

Tenth graders will take the Kuder Interest Inventory. Students will score their own inventory. Students will choose from a list of occupations in their highest interest area, one career which is of interest to them. Students will write a follow-up paper on that career.

251

CAREER DEVELOPMENT GOAL: Career Awareness/Self Awareness

GRADE LEVEL: 10-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The student will be able to list and explore (basic information - salary, outlook, etc.) at least three occupations of interest (within 2 class periods) as a result of completing the Job-0 test, using the Career Center for resource material.

ACTIVITIES (Career/Academic):

The work experience coordinator career counselor will introduce the Job-0 test to students and students will complete the test and discover at least three occupational areas of interest to explore. One class period will be spent exploring these occupations.

252

CAREER DEVELOPMENT GOAL: Career Exploration

GRADE LEVEL: 11-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students having completed career instruction components will be able to orally report on specific requirements, working conditions, advantages and disadvantages and individual preference for four different occupations at the end of the semester to the satisfaction of their work experience supervisor.

ACTIVITIES (Career Academic):

Qualifying students will work in four different job stations for four weeks in each station. Work will be a minimum of 4 and a maximum of 6 hours per day. They will not attend school during this period, but will have scheduled conference with their school supervisor. They will receive elective unit credit in the same ratio of time to credit as school-located classes.

253

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 11-12

SUBJECT AREA: Interdisicplinary

SHORT TERM OBJECTIVE: The students will acquire the interviewing skills that will enable them to go to a job interview with confidence.

ACTIVITIES (Career/Academic):

Students will view films and filmstrips on interviewing techniques. Three types of published booklets on interviewing techniques will be read. The class will take a filed trip to a personnel office. The class will role-play interviews using videotape equipment. Students will critique themselves.

254

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 11-12

SUBJECT AREA: Interdisiciplinary

SHORT TERM OBJECTIVE: The students will fill out a job application after discussing questions asked on a typical job application.

ACTIVITIES (Career/Academic):

The students will have a pre-test composed of questions on an application. The class will discuss the application form. Students will have a post-test by filling out a job application form.

255

CAREER DEVELOPMENT GOAL: Career Preparation

GRADE LEVEL: 11-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will fill out an application blank accurately and completely.

ACTIVITIES (Career/Academic):

Students will take trial test on words frequently misspelled on application forms. After studying misspelled words, they will take a second test. The students will then fill out application forms.

256

CAREER DEVELOPMENT GOAL: Attitude Development

GRADE LEVEL: 11-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: The students will list between three and five factors that would make a job a fulfilling part of their life.

ACTIVITIES (Career/Academic):

The students, in groups of five or six, what would make a job meaningful and construct a chart containing between five and ten factors important to a good job. These will be shared with the entire class when completed. They will listen to four or five taped interviews with people in different occupations where the good and boad points of their job are discussed. In their original groups they will revise, if necessary, their charts, which will then be rediscussed among the entire class.

257

CAREER DEVELOPMENT GOAL: Career Planning and Decision Making/Consumer Competency
GRADE LEVEL: 11-12
SUBJECT AREA: Interdisciplinary
SHORT TERM OBJECTIVE: The students will determine the most economical way to reach their career goals.

ACTIVITIES (Career/Academic):

Students will state their tentative career choices. Each student will compare the cost of training for that career choice three ways, i.e., enrolling in an adult education program, attending a community college, a four year institution, or a vocational school. Students may wish to compare

(1) attending a four year college while living at home
(2) attending a four year institution in another part of California
(3) attending an institution out-of-state. Some students may wish to compare the cost of attending an institution part-time while working (using projected income).

The students will determine their qualifications for scholarships and financial aid.

Students will write a one-page essay describing the most economical way to reach their career goals.

258

CAREER DEVELOPMENT GOAL: Economic Awareness

GRADE LEVEL: 11-12

SUBJECT AREA: Interdisciplinary

SHORT TERM OBJECTIVE: Students will be able to conceptualize and verbalize an understanding of employer expectations of an employee in a specific field, and responsibilities as they are related to or affect employee goals - economics, schedules, etc.

ACTIVITIES (Career/Academic):

1. Students will meet in a group and exchange general perspectives about employee responsibilities to an employer (example, being on time, communication).
2. Students will be given a specific career employment title (fireman, chemist, etc.) and asked to discuss and agree upon:
    a. Four employee responsibilities to employer and specific reasons why the employer would be concerned about these areas.
    b. Education level or necessary skills needed to perform that job and how employer would normally get these necessary skills.
3. Employer from field would come into class and talk to specific areas students selected; reasons why or why not concerns would be valid or invalid.
4. Open discussion — student questions directed at employer.
5. Student group discussions — match initial prespective with those verbalized by employer.
6. Visit job site and observe actual tasks.

INDIVIDUALIZED CAREER EDUCATIONAL PLAN

INSTRUCTIONS

The following guidelines may be used for interpreting and completing the ICEP.

PAGE ONE

I. BIOGRAPHICAL OUTLINE: Respond with the appropriate information requested.

II. LEVEL OF CAREER EDUCATIONAL PERFORMANCE: Through observation, student response, and assessment results, the student's career education performance level can be determined:

   A. ACADEMIC: General academic ability

      READING: Vocabulary comprehension and study skills

      SPELLING: (Language) level of spelling and writing skills

      MATH: Basic math functions, money measurement, linear and liquid measurement

   B. SOCIAL/EMOTIONAL ADAPTION: Ability to take directions and adjustment to social settings and peer relationships

   C. COORDINATION SKILLS: Both gross motor and fine motor movements

   D. VISION: Consider difficulties in visual perception and hand-eye coordination

   E. HEALTH: Consider student's maintenance of appropriate health and safety habits

F. OTHER PERTINENT FACTORS: Assets, abilities, positives or problem areas the student exhibits

PAGE TWO

III. IMPLEMENTATION

A. GOAL: School personnel should assist students in developing long range and short term career goals

B. STEPS TO REACH GOAL: Specify curriculum and vocational activities directed toward the attainment of the long term goal

PAGE THREE

IV. PRIORITIZED ANNUAL GOALS AND OBJECTIVES

A. ANNUAL GOAL: Assist student in developing short range and school year career plans

B. SHORT TERM OBJECTIVES: Plan activities through which annual goal is realized

C. INSTRUCTIONAL ACTIVITIES: Specify curriculum and vocational activities through which the short term objectives are met

V. OTHER NEEDS: Specify any particular instructional media and materials required

VI. SIGNATURES: Names and titles of personnel developing the ICEP with the student

VII. PARENT OR GUARDIAN: Signature of parent or guardian

OFFICE OF
BEAUMONT HIGH SCHOOL

INDIVIDUALIZED CAREER – EDUCATIONAL PLAN

SCHOOL: I.D. #

****

NAME:
(LAST) (FIRST) (M.I.)

DATE OF BIRTH: AGE: YEAR OF GRADUATION:

PARENT/GUARDIAN:

STREET ADDRESS: CITY: STATE:

ZIP CODE: PHONE NUMBER

PRIMARY LANGUAGE AT HOME: PRIMARY LANGUAGE – STUDENT:

****

DATE OF PLAN: DATE OF REFERRAL:

****

LEVEL OF CAREER-EDUCATION PERFORMANCE

A. ACADEMIC
READING:

WRITING:

B. SOCIAL/EMOTIONAL ADAPTION:

C. COORDINATION SKILLS: EXCELLENT –

D. VISION:

E. HEALTH:

F. CAREER/VOCTIONAL ASSESSMENT:

****

< TYPE OF ASSESSMENT USED >

CAPS(DATE):
COPS(DATE):
OTHER(DATE AND DESCRIBE):

OFFICE OF
BEAUMONT HIGH SCHOOL

INDIVIDUALIZED CAREER — EDUCATIONAL PLAN

SCHOOL: I.D. #:

****

NAME:
(LAST) (FIRST) (M.I.)

GOALS. OBJECTIVES AND ACTIVITIES

I. CAREER DEVELOPMENT GOAL:

****

SHORT TERM OBJECTIVES:

****

ACTIVITIES TO MEET OBJECTIVE/S
(STUDENT CAREER CENTER RESEARCH/
ACADEMIC COURSES / LEISURE ACTIVITY / WORK EXPERIENCE)

1.

2.

3.

4.

****

OBJECTIVES ACHIEVED(DATE) : OBJECTIVES CONTINUED(DATE) :

****

II. CAREER DEVELOPMENT GOAL: TO BE DEVELOPED

****

SHORT TERM OBJECTIVES:

****

ACTIVITIES TO MEET OBJECTIVE/S
(STUDENT CAREER CENTER RESEARCH/
ACADEMIC COURSES / LEISURE ACTIVITY / WORK EXPERIENCE)

1.

2.

3.

4.

****

OBJECTIVES ACHIEVED(DATE): OBJECTIVES CON'T(DATE):

****

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OFFICE OF
BEAUMONT HIGH SCHOOL

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

SCHOOL: I.D. #:

NAME:
(LAST) (FIRST) (M.I.)

CREDIT CHECK YEAR OF GRADUATION:

SUBJECT	REQUIRED	COMPLETED	NEEDS
ENGLISH			
ENGLISH 9			
ENGLISH 10			
ENGLISH 11			
ENGLISH 12			
ELECTIVES			
SOCIAL STUDIES			
GLOBAL CULTURES			
WORLD HISTORY			
U.S. HISTORY			
U.S. GOVERNMENT			
ELECTIVES			
MATH SCIENCE			
MATH			
ELECTIVES			
SCIENCE			

WER-83

HEALTH SCIENCE

ELECTIVES

P.E.

DRIVER EDUCATION/TRAINING

GENERAL ELECTIVES(105)
BUSINESS

CONSUMER/FAMILY

FINE ARTS

FOREIGN LANG./INDUSTRIAL ART

R.O.P.

WORK EXPERIENCE

NON-DEPARTMENTAL

TOTAL REQUIRED

TOTAL EARNED
CREDITS NEEDED

PROFICIENCY TESTS PASSED:

WRITING MECHANICS DATE:
WRITING USAGE DATE:
READING DATE:
MATH DATE:

****

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: Wildomar Elementary District: Elsinore Union Schools

Name: Chaffee (LAST) Rhonda (FIRST) L. (M.I.)

Date of Birth: 7-17-77 Age: 5 Grade: K

Parent/Guardian: Mr. John Chaffee

Address: 1628 Melrose Dr. City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 674-1229

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Too early to assess

Writing Too early to assess

Computation Too early to assess

B. Social/Emotional Adaption: Too early to assess

C. Coordination Skills: Too early to assess

D. Vision: Too early to assess

E. Health: Too early to assess

F. Career/Vocational Assessment: Too early to assess

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Wildomar Elementary School
Student: Kindergarten (Awareness Level)
District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the class to study and participate in career activities in the area of language arts.

Short Term Objective/s: As a result of involvement in career activities the class will become aware of a wide range of occupations.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Students will develop a mural showing the activities they like to do.
2. Students tracing letters of the alphabet and various careers and career words.
3.
4.

☐ Objectives Achieved: Date
☐ Objectives Continued: Date

II. Career Development Goal: For the class to gain an understanding of careers related to the field of science.

Short Term Objective/s: To provide the students with career related activities which will broaden their knowledge in the field of science.

Activities To Meet The Objective/s *(Career/Academic)*: Make a calendar bulletin board about the

1. a) appoint a class meteorologist. b) discuss seasons and careers people can perform during each season.
2. Act out scientific jobs.
3.
4.

☐ Objectives Achieved: Date
☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP
Parent/Guardian *Date*

☐ I do not agree with this ICEP
Parent/Guardian *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: Wildomar Elementary District: Elsinore Union Schools

Name: Ferrell (LAST) Michael (FIRST) J. (M.I.)

Date of Birth: 5-21-76 Age: 6 Grade: 1st.

Parent/Guardian: Mr. Grover Ferrell

Address: 1553 Jackson St. City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 674-3820

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Needs to be assessed

Writing Needs to be assessed

Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Wildomar Elementary School
Student: First Grade (Awareness Level)
District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the class to be exposed to various occupations through participation and role playing.

Short Term Objective/s: Students will become aware of a range of occupations through their experiences in the classroom and through role playing.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Make a job title and responsibility chart and choose or assign duties to students for a designated time period.
2. Have children play charades, enacting the occupation of each child's parents.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

II. Career Development Goal: Students will understand themselves in terms of career awareness and they will determine their specific area of career interest.

Short Term Objective/s: As a result of expressing their ideas through art, the students will recognize their own unique career interest among a wide range of occupations.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Bring or draw pictures for a class bulletin board, "Workers I Know."
2. Draw a picture depictin himself or herself as the kind of worker he or she would like to be when grown and describe the picture to the class.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP — *Parent/Guardian* — *Date*

☐ I do not agree with this ICEP — *Parent/Guardian* — *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: Wildomar Elementary
District: Elsinore Union Schools

Name: Martinez (LAST) Steven (FIRST) R. (M.I.)

Date of Birth: 1-18-75
Age: 7
Grade: 2nd

Parent/Guardian: Mr. Joseph Martinez

Address: 1219 Fourth St.
City: Elsinore
State: CA

Zip Code: 92330
Phone Number: (714) 674-1222

Primary Language: Home: Spanish
Pupil: English/Spanish

Date of Plan: 8-19-82
Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Needs to be assessed

Writing Needs to be assessed

Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Wildomar Elementary School
Student: Second Grade (Awareness Level)
District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: The class will be exposed to careers related to mathematics through active participation in the classroom.

Short Term Objective/s: The students will become aware of career related activities in mathematics through participation in class.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The pupils compare others in terms of taller or shorter. Reinforce the simple concepts of measurement and describe how some jobs entail measurement.
2. Have children draw a picture of their pets. Classify and graph the number of pets. Create a bulletin board.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

II. Career Development Goal: For the class to become familiar with their family occupational history as well as determining how to meet their own needs.

Short Term Objective/s: The class will identify their family's occupational history and will determine how they can best meet their own needs as a second grader.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Paint a family portrait - label each family member and give their occupation.
2. Play the game: "Decide What We Want" regarding earning and spending.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	Date	Peer Group Counselor	Date
School Counselor	Date	Career Coordinator	Date

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP

☐ I do not agree with this ICEP

Parent/Guardian	Date
Parent/Guardian	Date

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OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: Wildomar Elementary District: Elsinore Union Schools

Name: Barker (LAST) Michael (FIRST) A. (M.I.)

Date of Birth: 2-12-74 Age: 8 Grade: 3rd

Parent/Guardian: Mr. Richard Barker

Address: 1318 Eighth Street City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 674-3339

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Needs to be assessed

Writing Needs to be assessed

Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Wildomar Elementary School
Student: Third Grade (Awareness Level)
District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the students to be exposed to some careers related to the field of mathematics.

Short Term Objective/s: The students will be aware of the mathematic skills involved in specific career areas.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Invite school nurse to class to discuss measurement in terms of their profession.
2. Create a classroom grocery store and play the various roles.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

II. Career Development Goal: For the students to be exposed to various occupations through activities involving oral and written expression.

Short Term Objective/s: After participating in activities involving oral and written expression, the student will be able to identify various occupations and facts relating to them.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Pantomime a worker giving three oral clues for the other students to guess the job.
2. Career Picture: Place in a box and students choose one and write all the facts they learned about the career.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student *Date* *Peer Group Counselor* *Date*

School Counselor *Date* *Career Coordinator* *Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP *Parent/Guardian* *Date*

☐ I do not agree with this ICEP *Parent/Guardian* *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: Wildomar Elementary District: Elsinore Union Schools

Name: Lyons (LAST) Jenny (FIRST) R. (M.I.)

Date of Birth: 5-12-73 Age: 9 Grade: 4th

Parent/Guardian: Mrs. Susan Lyons

Address: 1618 Inghram St. City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 674-2828

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic
   Reading Needs to be assessed
   Writing Needs to be assessed
   Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82 School: Wildomar Elementary

Student: Fourth Grade (Early Exploratory Level) District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student to become actively involved in scientific career related activities.

Short Term Objective/s: After participating in career related activities, the student will be able to relate his experience to actual careers.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Catch, mount and classify insects: a) Have the student give a report to the clas
   b) Invite an etomologist to class.
2. Have students identify plants that have benefitted from selected breeding. List the careers that relate to the field of botany.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

II. Career Development Goal: To develop the students career interest through the utilization of art and recreational activities.

Short Term Objective/s: As a result of career related activities, the student will gain a broader understanding of a wide range of careers.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Cut and paste pictures of sports related careers. Classify them and discuss findings.
2. Card games (adapted) "Fish" use workers of the same career cluster rather than suite or pairs.
3.
4.

☐ Objectives Achieved: Date ☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/ GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP *Parent/Guardian* *Date*

☐ I do not agree with this ICEP *Parent/Guardian* *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: Wildomar Elementary District: Elsinore Union Schools

Name: Patterson (LAST) Anthony (FIRST) M. (M.I.)

Date of Birth: 2-5-72 Age: 10 Grade: 5th

Parent/Guardian: Ms. Michele Patterson

Address: 2947 Jeffery St. City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 673-4938

Primary Language: Home: English Pupil: English

Date of Plan. 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Needs to be assessed

Writing Needs to be assessed

Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Wildomar Elementary
Student: Fifth Grade (Early Exploratory Level)
District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student to be aware of a wide range of occupations through the use of art.

Short Term Objective/s: As a result of participating in class art projects, the student will gain a more complete understanding of possible career interests.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Develop posters relating to a career of your own choice.
2. Participate in a "Come-As-You-Want-To-Be" Party and present the class with a pantomime and description.
3. Draw and cut out small drawings of various workers for a bulletin board.
4. Make puppets and create a play based on student's areas of career interest.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

II. Career Development Goal: Student will gain a more complete understanding of careers through participation in language activities.

Short Term Objective/s: After participating in career activities in the language arts the student will have a more thorough understanding of careers.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Develop a class chart to match class chart to match classroom skills with a specific job.
2. Create a fame by making matching cards (uniform-tools) for a particular career.
3. Look up the meanings of various occupational terms in a dictionary; discuss orally.
4. Write a sentence and do a small drawing about various occupations.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/ GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP — *Parent/Guardian* — *Date*

☐ I do not agree with this ICEP — *Parent/Guardian* — *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: Wildomar Elementary   District: Elsinore Union Schools

Name: Aubert (LAST)   Erin (FIRST)   C. (M.I.)

Date of Birth: 4-25-71   Age: 11   Grade: 6th

Parent/Guardian: Mr. Don Aubert

Address: 1978 Crop Ave.   City: Elsinore   State: CA

Zip Code: 92330   Phone Number: (714) 763-4439

Primary Language: Home: English   Pupil: English

Date of Plan: 8-19-82   Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Needs to be assessed

Writing Needs to be assessed

Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
- ☐ CAPS
- ☐ COPS
- ☐ OTHER

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Page 2

Individualized Career Education Plan

Date: 8-19-82
School: Wildomar Elementary
Student: Sixth Grade (Early Exploratory Level)
District: Elsinore Union Schools

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student to become aware of his occupational interest through art.

Short Term Objective/s: After participating in various art activities, the student will be more aware of his own career interests.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Construct a family tree of occupations within one's family.
2. Develop a mural of various careers.
3. Create workers in area of career interest by using arts and crafts.
4. Make posters showing various career clusters.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

II. Career Development Goal: The student will gain a broader perspective of careers through language arts.

Short Term Objective/s: After participating in career activities in the area of language arts, the student will be more aware of various careers.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Have students act out their area career interest while others guess. (Pantomime)
2. Have students create a "word search" puzzle related to their area of career interest.
3. Create a skit based on the interaction of various workers in their work environment.
4. Make a bingo game based on various careers.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

School Requirements/Status of Student: ______

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP ______ *Parent/Guardian* ______ *Date*

☐ I do not agree with this ICEP ______ *Parent/Guardian* ______ *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: Elsinore Jr. High School District: Elsinore Union High School

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Name: Torres (LAST) Luci (FIRST) T. (M.I.)

Date of Birth: 5-9-70 Age: 12 Grade: 7th

Parent/Guardian: Ms. Rosio Torres

Address: 8493 Cleaver St. City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 934-7472

Primary Language: Home: Spanish/English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic
Reading Needs to be assessed

Writing Needs to be assessed

Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Elsinore Jr. High School
Student: Seventh Grade (Orientation Level)
District: Elsinore Union High School

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student to be involved in language arts activities in order to broaden his career interests.

Short Term Objective/s: As a result of being involved in career related activities, the student will gain a more thorough knowledge of careers.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Divide class into committee by areas of career interest; discuss characteristics of this career area.
2. Prepare interview questions related to area of career interest.
3. Have a group discussion of the interdependence of personnel of the school.
4. Read a report of an accident. List the occupations that may be involved in remedying the situation.

☐ Objectives Achieved: Date ____ ☐ Objectives Continued: Date ____

II. Career Development Goal: For the student to become involved in job search skills relating to his or her future career interests.

Short Term Objective/s: As a result of his involvement in job search skills, the student will gain a broader knowledge of career opportunities.

Activities To Meet The Objective/s *(Career/Academic)*:

1. List as many jobs as possible; beginning with letters in the word "JOBS."
2. Use yellow pages as a source of information about careers.
3. List job opportunities available through want ads.
4. Rank yourself weekly on "job effectiveness" qualities in the classroom.

☐ Objectives Achieved: Date ____ ☐ Objectives Continued: Date ____

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP — *Parent/Guardian* — *Date*

☐ I do not agree with this ICEP — *Parent/Guardian* — *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: Elsinore Jr. High School District: Elsinore Union High

Name: Hernandez (LAST) Robert (FIRST) M. (M.I.)

Date of Birth: 8-4-69 Age: 13 Grade: 8th

Parent/Guardian: Mr. Joe Hernandez

Address: 8490 Country Lane City: Elsinore State: CA

Zip Code: 92330 Phone Number: (714) 657-3948

Primary Language: Home: English/Spanish Pupil: English/Spanish

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic
  Reading Needs to be assessed
  Writing Needs to be assessed
  Computation Needs to be assessed

B. Social/Emotional Adaption: Needs to be assessed

C. Coordination Skills: Needs to be assessed

D. Vision: Needs to be assessed

E. Health: Needs to be assessed

F. Career/Vocational Assessment: Needs to be assessed

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82

School: Elsinore Jr. High School

Student: Eighth Grade (Orientation Level)

District: Elsinore Union High School

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student to gain a deeper understanding of the world of work.

Short Term Objective/s: As a result of being involved in various activities, the student will have a more complete understanding of the world of work.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Role play various job circumstances which are of interest to the students.
2. Write out job applications.
3. Invite a guest speaker from an advertising form; follow-up with class discussion of careers.
4. Make matching cards with job descriptions and job titles.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

II. Career Development Goal: For the student to understand how others have achieved their career interests and to become aware of careers which are of interest to him.

Short Term Objective/s: The student will participate in a variety of career activities to broaden his career perspective.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Make a comparison of careers of colonial America with current careers in group discussion.
2. Read biographies of famous persons and discuss their struggles for recognition.
3. Discuss the careers illustrated on career boards.
4. Make a "word search" related to historical areas of career interest.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP ______ *Parent/Guardian* ______ *Date*

☐ I do not agree with this ICEP ______ *Parent/Guardian* ______ *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: Arlington High School District: Riverside Unified School

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Name: Jones (LAST) Carl (FIRST) S. (M.I.)

Date of Birth: 3-2-68 Age: 14 Grade: 9th

Parent/Guardian: Mr. Albert Jones

Address: 3440 Melody Lane City: Riverside State: CA

Zip Code: 92506 Phone Number: (714) 689-4304

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Average

Writing Average

Computation Average

B. Social/Emotional Adaption: Normal/Average

C. Coordination Skills: Normal/Average

D. Vision: Normal/Average

E. Health: Normal/Average

F. Career/Vocational Assessment: Has made visits to Career Center and participated in activities.

Type of Assessment used:

☐ CAPS
☐ COPS
☒ OTHER Careers

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82 School: Arlington High School
Student: Ninth Grade (Career Exploration) District: Riverside Unified School

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student be become aware of the wide range of occupations through direct experiences and use of various types of instructional media.

Short Term Objective/s: After viewing a filmstrip, the student will be able to identify what information is needed about one's self to make a sound career decision.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will view a filmstrip in the career area of his interest.
2.
3.
4.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

II. Career Development Goal: For student to identify and understand the preparation needed to achieve his specific career and educational goals.

Short Term Objective/s: To provide the student with materials to help him understand how to reach his career and educational goals.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will view filmstrips on career or educational choice.
2. The student will participate in activities from the Peer Group Counseling Packet. (i.e. Values, Decision-Making, and Goal-Setting)
3.
4.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

School Requirements/Status of Student: ______

SIGNATURES

The following were participants in the development of this ICEP:

Student	Date	*Peer Group Counselor*	Date
School Counselor	Date	*Career Coordinator*	Date

PARENT/ GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP ______ Parent/Guardian ______ Date

☐ I do not agree with this ICEP ______ Parent/Guardian ______ Date

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)

School: Ramona High School District: Riverside Unified School

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Name: Jiminez (LAST) Ellen (FIRST) S. (M.I.)

Date of Birth: 5-1-67 Age: 15 Grade: 10

Parent/Guardian: Mrs. Joana Jiminez

Address: 4810 Clove Ave. City: Riverside State: CA

Zip Code: 92504 Phone Number: (714) 788-4939

Primary Language: Home: Spanish/English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Average

Writing Average

Computation Below Average

B. Social/Emotional Adaption: Average/Normal

C. Coordination Skills: Average/Normal

D. Vision: Average/Normal

E. Health: Average/Normal

F. Career/Vocational Assessment: Average/Normal

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82

School: Ramona High School

Student: Tenth Grade (Career Exploration)

District: Riverside Unified School

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student various occupations and occupation clusters and to identify entry level skills.

Short Term Objective/s: As a result of reviewing the available career resources with the peer counselor, the student will be able to identify relevant labor market information relating to his own interests.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will participate in job search in the career center utilizing V.I.E.W., D.O.T., The Occupational Outlook Handbook.
2. The student will describe the relationship between his academic strengths and tentative career choice.
3.
4.

☐ Objectives Achieved: Date

☐ Objectives Continued: Date

II. Career Development Goal: To explore the specific skills necessary to fulfill the student's particular career and educational goals.

Short Term Objective/s: To explore the job market for available positions; D.O.T., V.I.E.W., The Occupational Outlook Handbook for what duties and salary to expect; what training is necessary to fulfill the student's particular career and educational goals.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will visit career center and work together with a career advisor.
2.
3.
4.

☐ Objectives Achieved: Date

☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student — *Date* — *Peer Group Counselor* — *Date*

School Counselor — *Date* — *Career Coordinator* — *Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP

☐ I do not agree with this ICEP

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Parent/Guardian — *Date*

Parent/Guardian — *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: Poly High School District: Riverside Unified School

Name: Franklin (LAST) Alexis (FIRST) T. (M.I.)

Date of Birth: 8-5-66 Age: 16 Grade: 11

Parent/Guardian: Mr. J.F. Franklin

Address: 4380 Canton Rd. City: Riverside State: CA

Zip Code: 92504 Phone Number: (714) 684-3947

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Average

Writing Average

Computation Average

B. Social/Emotional Adaption: Normal/Average

C. Coordination Skills: Normal/Average

D. Vision: Normal/Average

E. Health: Normal/Average

F. Career/Vocational Assessment: Has made visits to Career Center but had participated any type of activities.

Type of Assessment used:

☐ CAPS
☐ COPS
☐ OTHER

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OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: Poly High School
Student: Eleventh Grade (Career Preparation)
District: Riverside Unified School District

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For the student to study various occupations and occupation clusters and to identify entry level skills.

Short Term Objective/s: As a result of reviewing the available career resources with the peer counselor, the student will be able to identify relevant labor market information relating to his own interests.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will participate in job search in the career center utilizing V.I.E.W., D.O.T., The Occupational Outlook Handbook.
2. The student will describe the relationship between his academic strengths and his tentative career choice.
3.
4.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

II. Career Development Goal: For student to identify and understand the preparation needed to achieve his specific career and educational goals.

Short Term Objective/s: To provide the student with materials to help him understand how to reach his career and educational goals.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will view filmstrips on career or educational choice.
2. The student will participate in activities from the Peer Group Counseling Packet. (i.e. Values, Decision-Making, and Goal-Setting)
3.
4.

☐ Objectives Achieved: Date ______ ☐ Objectives Continued: Date ______

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student	*Date*	*Peer Group Counselor*	*Date*
School Counselor	*Date*	*Career Coordinator*	*Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP ______ *Parent/Guardian* ______ *Date*

☐ I do not agree with this ICEP ______ *Parent/Guardian* ______ *Date*

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

(ICEP)

School: North High School District: Riverside Unified School

Name: Hopper (LAST) Ken (FIRST) A. (M.I.)

Date of Birth: 6-8-65 Age: 17 Grade: 12

Parent/Guardian: Mr. John Hopper

Address: 4830 Diamond Creek City: Riverside State: CA

Zip Code: 92507 Phone Number: (714) 689-4032

Primary Language: Home: English Pupil: English

Date of Plan: 8-19-82 Date of Referral:

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic

Reading Average

Writing Average

Computation Average

B. Social/Emotional Adaption: Normal/Average

C. Coordination Skills: Average/Normal

D. Vision: Normal/Average

E. Health: Normal/Average

F. Career/Vocational Assessment: Has not been involved in Career Center activities.

Type of Assessment used:
☐ CAPS
☐ COPS
☐ OTHER

WER/10/80

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Individualized Career Education Plan

Date: 8-19-82
School: North High School
Student: Twelfth Grade (Career Preparation)
District: Riverside Unified School

GOALS, OBJECTIVES AND ACTIVITIES

I. Career Development Goal: For student to be exposed to different educational and career opportunities.

Short Term Objective/s: Student will be aware of career center activities and services. Student will be exposed of numerous educational and career facilities.

Activities To Meet The Objective/s *(Career/Academic)*:

1. Student will visit career center and become aware of available resources with peer counselor's assistance.
2. Peer counselor will encourage student to visit an educational or career facility of interest to the student.
3. Student will attend or participate in a career awareness seminar.
4.

☐ Objectives Achieved: Date
☐ Objectives Continued: Date

II. Career Development Goal: For student to identify and understand the preparation needed to achieve his specific career and educational goals.

Short Term Objective/s: To provide the student with materials to help him understand how to reach his career and educational goals.

Activities To Meet The Objective/s *(Career/Academic)*:

1. The student will view filmstrips on career or educational choice.
2. The student will participate in activities from the Peer Group Counseling Packet. (i.e. Values, Decision-Making, and Goal-Setting.)
3.
4.

☐ Objectives Achieved: Date
☐ Objectives Continued: Date

School Requirements/Status of Student:

SIGNATURES

The following were participants in the development of this ICEP:

Student *Date* *Peer Group Counselor* *Date*

School Counselor *Date* *Career Coordinator* *Date*

PARENT/GUARDIAN

I understand and have reviewed this Individualized Career Education Plan.

☐ I do agree with this ICEP
Parent/Guardian *Date*

☐ I do not agree with this ICEP
Parent/Guardian *Date*

ATTACHMENTS

The CURRICULUM MASTER PLAN is designed to identify the most important basic skills introduced at each grade level, K-6, by subject matter area.

The chart does not list all the skills children are taught. Instead, each box shows the introductory skills most students are able to accomplish at each grade level. Some children learn earlier or later than others.

EVERY SKILL IS LISTED AT THE GRADE LEVEL WHERE IT IS FIRST INTRODUCED. Most skills are practiced and improved throughout the school years. They have not been listed a second time in order to save space but must be reinforced and maintained at every level. Introduction of a skill may vary by a grade level according to textbook used.

EACH SKILL IS DESCRIBED CONCISELY. It is assumed that the skill or concept is learned correctly even though the word "correctly" has not been used.

It is the intent the District to teach skills and concepts so that students can see the relationships among the various subjects. A balanced curriculum is emphasized. The schedule below suggests the minimal weekly time allotments for teaching basic skills.

SUBJECT	Grades 1-3 MINUTES per WEEK	Grades 4-6 MINUTES per WEEK
Reading	300	300
Language Arts	150	250
Math	150	250
Social Science	200	250
Science/Health	100	150
Physical Education	100	100
Music	100	100
Art	100	100

The above is compatible with the curriculum weekly time allotments as suggested in the District Education Handbook. Twenty percent of the above allotments should be allowed for enrichment activities including problem solving, comprehending, decision making and valuing.

SOCIAL SCIENCE

- Talks about the earth's movement relating to day/night/seasons
- Locates political areas
- Orients self in space
- Knows about North/South Pole
- Uses calendar
- Recognizes food, shelter,

K clothing, of self and others

- Discusses different types of jobs
- Discusses rights and responsibilities
- Collects data by observing
- Acquires Social Science vocabulary
- Identifies personal values
- Makes personal decisions
- Assumes responsibility

- Uses maps and globes
- Discusses change
- Learns concepts new/old, then/now
- Recognizes recurrent life cycles (generations)
- Sees similarities and differences in groups

1 - Sees similarities and differences in cultures

- Identifies ways to communicate
- Identifies basic needs
- Identifies land and water forms
- Identifies objects spatially in
- own environment
- Sequences immediate events chronologically
- Identifies self, family, and other people

SCIENCE

- Distinguishes between "big/heavy" or "small/light"
- Determines which container holds more/less
- Chooses objects which will make shadow shapes
- Recognizes common fuels and gives examples of their uses
- Predicts results of a force applied to a stationary but movable object
- Recalls and orally describes a series of events occurring the previous day

K -Shows willingness to listen to ideas of others

- Demonstrates curiosity about unfamiliar objects and events, and events, and asks questions
- Sorts buttons according to color, or number of holes, or size, etc.
- Matches a specimen leaf with one from an assortment
- Shows respect for all living organisms including self
- Uses elementary safety precautions in handling classroom animals and other live specimens
- Examines elements of objects to add to a given collection and understands why they belong
- Demonstrates understanding of relationships by ordering a set of pictures
- Classifies data

- Classifies animals in a variety of wa
- Demonstrates ways of identifying the presence of air
- Classifies objects as living or non-living
- Classifies events into time frames of morning, afternoon, or nighttime
- Names the seasons

1 -Identifies and describes some plants and animals that live in the soil

- Measures dimensions using different standard units of measure
- Classifies objects as movable or non-movable
- Infers where particles already worn away have gone
- Predicts whether an object can fit into a certain space
- Classifies objects according to size

SOCIAL SCIENCE

-Identifies careers
-Makes oral reports
-Identifies group values
-Makes group decisions
-Makes school rules
-Makes charts, graphs, tables

-Uses map symbols, legends, keys
-Recognizes color to identify land, water, mountains, climatic areas
-Uses cardinal directions
-Identifies communities
2 -Discusses social interraction
-Discusses interdependence
-Identifies goods and services
-Identifies producer and consumer
-Identifies tools/technology
-Differentiates between human and natural resources
-Relates past, present, and future to change

SCIENCE

color, shape, and number
-Arranges related events in the correct time order
-Compares the properties of liquids and solids

-Realizes that science affects life and life style
-Classifies seeds according to their size, shape, and color
-Observes everyday examples of energy being stored, and of work being done by stored energy
-Identifies two things that plants need in order to grow again in spring
-Explains how seasonal changes
2 affect the activities of some animals including man
-Classifies objects as solids, liquids, or gases
-Identifies ways to prevent littering
-Uses numbers to measure and record the measurements
-Recognizes the presence of small particles by using the senses of smell and taste
-Identifies the time on the hour and half hour
-Names some animals that migrate in the fall and spring

SOCIAL SCIENCE

- Recognizes different kinds of maps
- Identifies major land forms (plains, plateaus, mountains, deserts)
- Locates and differentiates areas on political maps
- Locates by grids and intersecting coordinates
- Uses historical evidence to reconstruct the past

3

- Relates how early man developed civilization
- Discusses growth of cities
- Identifies cities
- Discusses assembly line production
- Discusses conservation: pollution/ecology
- Interprets maps and globes
- Makes and follows simple rules

SCIENCE

- Shows how some living things depends on the soil
- Demonstrates that moving air pushes on an object
- Predicts how the moon would look from earth, given the positions of the moon, sun, and earth
- Uses standard ruler as a tool to measure distance

3

- Observes and identifies the position and function of specific parts of the skeleton
- Reads and interprets bar graphs of data showing rates of temperature change
- Identifies clues that tell whether an object is in motion
- Infers the number and location of light sources by observing the shadows cast by one object
- Evaluates the worth of an organism in a community
- Identifies the time on the quarter hour
- Identifies people who work in field of science

SOCIAL SCIENCE

- Distinguishes between continents and oceans
- Locates North and South Poles
- Locates hemispheres: equator, prime meridian uses latitude
- Uses scale

4

- Demonstrates knowledge of California History to 1850: La Brea Pits, Early Man, Native American Indians, European Explorers, Early Settlements, Mexican Era, Gold Rush, Statehood
- Demonstrates knowledge of California History from 1850 to present: Population, Government, Local History, Important Names (people and places), Contemporary Problems and Solutions
- Demonstrates knowledge of United States History: Native American Indians, Exploration of the New World, Colonization, Immigration
- Recognizes cultural diversity
- Characterizes types of government

SCIENCE

- Lists and defines, in order, the different stages of a life cycle
- Discusses pollution and identifies ways in which a given organism is dependent on its environment
- Lists the different things that happen because of water
- Compares the sun with other stars in terms of temperature and distance

4

- Defines an electric circuit in simple terms
- Observes that sounds are produced by vibrations
- Classifies parts of the body as tissues, organs, and systems
- Compares the ocean and fresh water environments
- Infers that friction exists between surfaces of matter in different forms
- Reads and studies science occupations
- Identifies science areas which have the greates effect on life and life styles

SOCIAL SCIENCE

-Perceives time relationships between eras
-Translates dates into centuries
-Uses timelines
-Demonstrates knowledge of United States History: War of Independence, Westward Movement, Slavery, Civil War and Reconstruction, Industrial Revolution, The Modern Era 5
-Discusses supply and demand
-Demonstrates knowledge of Federal Government: organizations/branches, duties, responsibilities
-Identifies nations
-Interprets political cartoons

SCIENCE

-Classifies organisms on the basis of similar characteristics
-Classifies objects as magnetic or nonmagnetic
-Lists at least three ways in which the moon is different from the earth
5 -Infers conditions under which rocks were formed
-Identifies the causes of wind
-Classifies organisms as producers and consumers and orders them in a food chain
-Identifies and measures various physical properties such as bounce, stretch, mass, hardness, volume
-Predicts the path of light after it hits a mirror
-Identifies sources of harmful chemicals in food, water, air
-Identifies pairs of forces that are equal in strength and opposite in direction
-Identifies the body's three major needs and the systems they affect

READING

-Practices left to right order
-Matches upper and lower case letters
-Matches words
-Remembers details from a picture or study print
-Reads own printed name
-Names letters of the alphabet
K -Recognizes similarities and differences in pictures
-Organizes pictures to show sequence
-Maintains attention
-Recognizes eight basic colors
-Participates in reading ralated activities

-Names upper and lower case manuscript letters
-Knows consonant sounds
-Reproduces vowel sounds
-Blends word parts to pronounce words
-Reads basic sight vocabulary
-Uses picture context clues
-Read plurals
-Recognizes compound words
-Reads basic sight vocabulary
-Uses picture context clues
-Reads plurals
-Recognizes compound words
1 -Follows directions
-Identifies main idea
-Recals story details
-Uses critical thinking (cause-effect, prediction, drawing conclusions, and inferences)
-Reads simple sentences
-Uses intonation/pronunciation skills
-Understands pronoun referents
-Recognizes inflectional endings
-Uses table of contents
-Reads graphs
-Recognizes book titles and authors
-Uses picture dictionary
-Reads for enjoyment and information (fiction/non-fiction, poetry, drama)
-Reads career materials

-Reads words with silent letter patterns
-Reads words using vowel patterns
-Uses sight vocabulary
-Uses context to discover word meanings
-Identifies synonyms, antonyms, and homonyms
-Reads compound words
-Reads contractions and possessives
2 -Recalls sequence in story
-Identifies main idea and supporting details
-Reads silently with comprehension
-Uses critical thinking
-Selects who, what, when, where, why, and how
-Expands oral reading skills
-Reads maps
-Reads tables
-Uses dictionary
-Reads for enjoyment and information
-Reads career materials

-Names uppper and lower case cursive letters
-Extends use of vowel patterns
-Uses syllables to decode words
-Uses sight vocabulary
-Expands vocabulary
-Understands figurative language
-Knows prefixes/suffixes
-Understands use of hyphen
-Differentiates between fact and opinion
3 -Refines comprehension skills
-Reads silently with comprehension
-Uses critical thinking
-Refines oral reading
-Uses index
-Uses dictionary guide words
-Extends research skills
-Reads for enjoyment and information
-Reads career materials

READING

-Extends use of syllables to decode words
-Refines phonic skills
-Expands vocabulary
-Determines word meaning from context
-Understands sequence words
-Refines comprehension skills
-Increases silent reading rate
4 -Uses critical thinking
-Uses an outline
-Uses card catalog
-Locates information in reference books
-Uses skimming and scanning to locate information
-Extends dictionary skills
-Reads for enjoyment and information
-Reads career material

-Applies phonic skills
-Expands vocabulary
-Understands similes, metaphors
-Follows sequential directions
5 -Identifies persuasive techniques
-Uses critical thinking
-Expands use of library
-Extends dictionary skills
-Reads for enjoyment and information
-Reads career material

-Applies phonic skills
-Expands vocabulary
-Identifies values
-Uses critical thinking
6 -Draws conclusions from maps, tables, graphs
-Refines library skills
-Refines dictionary skills
-Reads for enjoyment and information
-Reads career material

-Recognizes propaganda and advertising techniques
-Continues expanding vocabulary
-Makes generalizations
-Recognizes author's purpose (theme)
-Understands setting
-Recognizes feelings, actions, traits, and motives of characters
7 -Recognizes imagery and rhythm in poetry
-Uses critical thinking
-Learns appropriate test taking skills (reading maps, charts, graphs, and forms)
-Selects appropriate reference materials
-Reads for enjoyment and information
-Reads career information

-Uses skimming and scanning
-Continues expanding vocabulary
-Recognizes forms of literature (genre)
-Analyzes plots in plays, short stories, and novels
8 -Deepens awareness of figurative language (similes, metaphors, personifications, alliterations)
-Understands expository vs. narrative writing
-Identifies the author's point of view
-Recognizes word analogies
-Uses critical thinking
-Reads for enjoyment and information
-Reads career information

MATHEMATICS

-Counts, matches, compares, and manipulates objects up to 10
-Reads, writes, and orders numerals from 0 to 10
-Counts by rote to 20
-Matches numeral to correct set
-Names ordinals through fifth
-Solves word problems with concrete objects
-Classifies objects by size, shape and color
K -Identifies and reproduces geometric shapes: circle, square, triangle, rectangle, diamond (rhombus), congruent shapes
-Selects objects to demonstrate concepts of comparison, such as "shorter than," "longer than," "more than," "about the same as," etc.
-Recognizes clocks and calendars as time measuring devices
-Uses non-standard units in linear measurement
-Gathers and tabulates data on simple graphs
-Recognizes and creates patterns
-Recognizes and knows denominations for 1¢, 5¢, and 10¢
-Identifies spatial position: top, bottom, middle, above, below, left, and right

-Counts, reads, writes, and orders numerals to 100
-Uses concrete objects to create numbers 1 to 100
-Groups by 2's, 5's, and 10's
-Recognizes place value of 1's and 10's
-Reads and writes number sentences using addition, subtraction, and equality symbols
1 -Tells time to the nearest hour
-Uses relative terms: "as much as," "same as," "different from"
-Measures liter, centimeter, inch, foot, pint, cup, quart
-Makes and solves orally addition and subtraction word problems
-Identifies and counts money to 50¢
-Recognizes fractional parts
-Recognizes number patterns

-Counts, reads, writes, and orders numerals to 1,000
-Groups by 3's and 4's
-Knows place value of digits to 100
-Recognizes odd and even numbers to 100
2 -Shows fractional parts
-Recalls rote addition and subtraction facts through 18
-Performs two place addition, with and without regrouping, vertically and horizontally
-Measures perimeters of geometric figures
-Tells time to the nearest 1/2 hour
-Reads graphs and tables
-Adds and subtracts with money values up to $1.00

-Demonstrates place value of digits to 1,000
-Recognizes and writes expanded form of a numeral
-Performs three place addition and subtraction, with and without regrouping, vertically and horizontally
3 -Recognizes the commutative property of addition and multiplication
-Recognizes the commutative property of addition and multiplication
-Knows multiplication and division as related facts through 5's
-Compares two and three dimensional figures

MATHEMATICS

-Identifies prisms, cubes, cylinders, pyramids, cones, and spheres
-Measures time to nearest minute anduses calendars
-Reads a thermometer
-Uses standard and non-standard units to measure and compare area, volume and mass
-Constructs tables and graphs
-Makes change with coins and paper money
-Identifies people who use mathematics as a basis for an occupation
-Recognizes lines of symmetry

-Reads, writes, and orders numerals to 9,999
-Demonstrates place value of digits to 10,000
-Rounds off numbers
-Recalls rote multiplication and division facts through 9
-Makes and solves four or more place addition and subtraction problems, with and without regrouping, vertically and horizontally
-Adds columns of figures with any number of digits
4 -Multiplies one digit numerals by two and three digit numerals,
-Divides by one digit divisors with one digit quotient and remainder
-Reads, writes, adds, and subtracts decimals to tenths
-Adds and subtracts fractions with like denominators
-Identifies lines, line segments, points, rays, angles, opened and closed symbols
-Tells time to the nearest second
-Makes and solves oral and written word problems using the four operations (+,-,x,÷)
-Translates and solves math statements from word problems
-Interprets relationships from tables, charts, and graphs

-Demonstrates place value for any digit to 1,000,000
-Finds factors and multiples of any whole number
-Finds lowest common multiple and greatest common factor
-Multiples by 10, 100, and 1,000
-Multiplies two digit numerals by two or more digit numerals, with or without regrouping
-Divides by one and two digit divisors with quotients, with or without remainder
-Estimates quotients
-Determines quotient when divisor is a multiple of 10
5 -Reads, writes, adds, and subtracts decimals to 100th's and 1,000th's
-Compares fractional parts
-Adds, subtracts, and multiplies like and unlike fractions with sums greater than one
-Writes equivalent fractions
-Changes fractions to mixed numbers
-Recognizes and lables the radius and diameter of a circle
-Locates intersecting, parallel, and perpendicular lines
-Uses geometric notation to name points, line segments, lines, rays, and angles
-Uses the formula for area: A = L x W
-Classifies angles
-Measures and converts length within customary and metric systems using standard units including millimeters, and 1/8 inch
-Explores basic concepts of ratio, proportion, and percent
-Makes and solves oral and written word problems using fractional and decimal numbers

MATHEMATICS

-Divides with remainder expressed as a fraction
-Multiplies and divides decimals by decimals
-Finds prime factorization
-Converts decimals to fractional equivalents and reverse
-Uses cancellation
-States reciprocal of a number
-Divides fractions, whole numbers, and numbers in mixed numeral form
6 -Divides fractions, whole numbers, and numbers in mixed numeral form
-Identifies parallelogram, rhombus, trapezoid
-Figures circumference of a circle and perimeter of a polygon
-Uses formula V = L x W x H to determine volume
-Measures angles
-Identifies and utilizes time zones
-Measures to 1/16 inch
-Understands and uses comparison pricing and figures unit pricing

-Uses exponents not limited to powers of 10
-Compares and orders decimals
-Reads and writes decimals through millionths
-Uses scientific notation to express mixed decimal numerals
-Relates fractions to terminating and repeating decimals
-Demonstrates and utilizes the properties: commutative, associative, distributive,
identity elements and inverse elements
7 -Solves multi-step problems using grouping symbols
-Solves and writes equations using variables
-Solves equations using percentages or fractions of other numbers
-Identifies and uses integers
-Uses in its relationships to circumference and area of a circle
-Uses compass and straight edge in geometric construction
-Converts within the metric systems
-Interconverts fractions, ratios, decimals, and percents
-Solves proportions
-Solves problems in interest, commission, sales tax, and discount
-Finds areas of polygons

-Identifies corresponding parts of congruent figures
-Reads and understands statistics including frequency distribution, mean, median,
8 and mode
-Recognizes and computes square roots
-Uses Pythagorian Theorem with right triangles

	MUSIC	ART
K	-Learns to listen attentively -Responds rhythmically to music with body movements -Claps simple rhythm patterns -Creates sounds with a steady beat -Participates in musical games, physical education, plays, etc. -Sings songs -Hears the difference between high and low pitches -Begins to match pitches -Learns to enjoy music	-Becomes acquainted with the skills of cutting with scissors, use of brushes, and pasting -Uses thick/thin, straight/curved, long/short lines -Uses shapes of circles, squares, triangles, rectangles -Uses basic colors of red, orange, yellow, blue, green, purple, black, brown -Uses rough/smooth, hard/soft textures -Uses spatial concepts of inside/outside, under/over, near/far -Draws with pencil, crayon, chalk, thick/thin lines -Paints with brush, sponge, finger paint -Prints pattern sequence with vegetables or objects -Uses clay pulling and flattening -Makes paper, tissue, fabric collages -Talks about own work and work of others -Makes personal choices of art materials
1	-Sings songs related to home and community -Identifies fast and slow tempo -Moves to fast and slow music with appropriate body movements -Identifies soft and loud sounds (dynamics) -Plays various rhythm instruments -Distinguishes between descending and ascending melodic patterns -Uses voice in high, middle, and low range, matching specific pitches	-Becomes acquainted with skills of folding and the care of are materials -Uses directed, grouped, spiral, vertical, and horizontal lines -Uses geometric shapes of cone, pyramid, cube, sphere, cylinder -Uses visual/tactile differences, such as rough/shiny, as texture -Paints line variation, filling in shapes and space -Draws self image -Prints with sponge, pattern, and design -Makes clay spheres, coils, slabs -Summarizes judgments and responds to the qualities of lines, shapes, colors, textures -Organizes shapes in space to "make things fit" -Makes personal statements about own artwork

MUSIC

- Associates music skills with everyday living
- 2 Recognizes simple repeated rhythmic and melodic patterns
- Learns to identify musical instruments
- Recognizes differences of musical styles and moods

ART

- Uses three-dimensional shape
- Uses visual and actual texture in designs
- Mixes secondary colors from primary
- Paints murals
- Makes wax crayon resits
- Uses chalks on wet/dry paper
- 2 Uses additive clay principals
- Weaves simple fibers and materials
- Talks about artworks of the same style
- Talks about role of art in celebrations, festivals
- Talks about art as a reflection of ideas
- Recognizes artwork done in various media

MUSIC

- -Differentiates between march, lullaby, and dance rhythms
- -Recognizes melodic movement - up, down, or same
- 3 -Recognizes like and unlike phrases
- -Learns to sing musically (phrasing and dynamics)
- -Recognizes orchestral instruments by sight and sound
- -Participates in hands on keyboard experience

- -Learns folk songs and dances that relate to America and other countries studied
- -Participates in song flute experience
- -Learns the letter names of the lines and spaces of the treble clef
- -Develops left to right eye movement by reading music
- -Plays the autoharp and tone bells
- 4 -Sings rounds, partner songs, with harmony musically
- -Identifies various orchestral families by sound
- -Recognizes various ensembles, e.g., band, chorus, orchestra
- -Creates and presents original ideas through musical media; e.g., mallet instruments, rhythm instruments, or body movement
- -Participates in instrumental music if an instrument is available

ART

- -Becomes aware of the skills of gluing
- -Uses line directions of diagonal, parallel, pattern forming, repeating, and interlocking in work
- -Uses shapes by overlapping and varying size and placement
- -Sketches from nature
- -Block prints with collected textures
- 3 -Makes clay sculpture by joining a variety of forms
- -Weaves with simple loom
- -Makes stitchery designs
- -Uses paper mache
- -Draws with shading to indicate form
- -Recognizes art forms from different cultures
- -Recognizes artistic contributions of all ethnic groups in our culture
- -Talks about emotional qualities of a work of art

- -Uses rhythmic variation to show line
- -Uses shape and form, light and shadow
- -Uses color values of dull/bright and warm/cool in work
- -Uses overlapping and placement in space as perspective device
- -Paints with water color, wet/dry brush techniques
- 4 -Makes simple figure drawings and still life
- -Sculpts with additive principles
- -Makes collages of tissue paper, overlaps for transparencies
- -Prints with roll-on, cardboard, or styrofoam
- -Weaves complex designs
- -Recognizes changing room and community environments and relationships of past/present/future
- -Differentiates originals and reproductions, and styles of art for similiarities and differences

	MUSIC	ART
5	-Understands the contributions of music to American history -Enjoys a variety of live and recorded music in the classroom -Distinguishes between melody and harmony -Creates harmony by singing or playing -Reads and sings or plays note patterns on the staff -Introduces concept of proper tone production -Participates in vocal and/or instrumental productions	-Uses implied edge or contour line -Uses shape and form rather than line to show mass -Uses the emotional impact of color -Uses texture, shape and color as pattern -Draws with contour and shading for figure rendering -Paints, overlays, and blends self-selected monochromatic color schemes -Prints by intaglio method -Makes fabric designs, stitchery, wall hangings, and appliques -Sculpts by subtractive carving of soap, plaster, and other materials -Makes conscious judgments of art in product design -Discusses rhythm, emphasis, opposition, balance, and sensory qualities in art works -Discusses conscious judgments in selected works for political, historical and religious meanings
6	-Provides broad musical exposure that will help formulate individual musical tastes -Understands the contribution of music to various world cultures -Acquires proficiency in reading and notating simple rhythmic patterns -Learns to recognize common intervals by sight and sound -Acquires proficiency in playing the autoharp, stressing the I, IV, and V chords -Participates in group and/or solo performances	-Uses dynamic and static line to create tension -Uses shape and form for opposition and balance -Uses color value and variations of hue for light influence -Uses light values of space for perspective -Uses tactile effects for texture -Draws with negative as well as positive shapes -Designs floor plans, posters, and covers -Prints with two or more colors -Weaves natural materials -Makes conscious judgments of art as a quality of life -Discusses contributions of selected artists and periods

	MUSIC	ART
7	-Improves his/her vocal or instrumental sound production by emphasizing proper throat and diaphragm usage -Performs in chorus, orchestra, or band -Continues the use of melody, harmony, and rhythm instruments in a more sophisticated manner -Develops the ability to hear, read, and sing or play harmony -Associates the style characteristics of the composer and the musical period with the music being studied	-Uses linear perspective -Develops three-dimensional forms with consideration of spatial and textural qualities -Draws the human figure using gestural techniques -Uses rhythm, opposition, emphasis, and balance in designs, drawings, and art work -Discusses the elements and principles of art when viewing natural and man-made forms
8	-Performs in chorus, orchestra, or band -Exposes students to varied styles of music -Emphasizes note reading for choral students -Refines performance techniques -Presents choral musicals when possible -Performs in music festivals	-Draws the human figure with attention to spatial and dimensional relationships -Utilizes several lettering styles in commercial projects -Uses silk-screen and other advanced techniques for printing -Discusses abstract, impressionistic, and naturalistic styles in painting -Recognizes several selected historical artists' work -Uses art criteria in judging the work of peers -Discusses several among varied careers in art/aesthetics -Expands art interests in selected areas

	HEALTH		PHYSICAL EDUCATION
K	-Relates symptoms that indicate illiness and describes feelings of weliness -Identifies ways teeth should be cared for -Demonstrates proper techniques for washing hands, bathing, hair care, and wearing clean clothes -Recognizes parent's role in promoting the health of the family -Identifies a variety of nutritional foods -Discusses various feelings -Identifies ways of making friends -Demonstrates willingness to share -Identifies non-food substances commonly found at home and their uses -Identifies ways to protect self and others from diseases -Shows knowledge of and compliance with school safety rules -Identifies school and community health personnel and services	K	-Walks heel-to-toe along a line -Balances on one (two, three, four) parts of the body -Runs and stops or turns without losing balance -Jumps in various directions - forward, sideward, backward -Gallops twenty feet -Performs log roll in a straight direction -Jumps with a long jump rope -Bounces and catches an 8 ½" or larger size ball -Rolls a large ball at a target -Tosses an object in a desired direction -Kicks a stationary 8 ½" or larger size ball -Claps to an even beat -Demonstrates knowledge of rules for a tag game through active participation -Shows ability to take turns and share equipment -Takes responsibility for own behavior
1	-Discusses feelings of acceptance towards self and others with disabling conditions -Relates how health is affected by daily health practices -Tells how rest and sleep help one perform effectively -Relates clean, healthy teeth to a pleasant self-image -Recognizes importance of cooperation -Recognizes that all living things come from like living things -Tells why people need a daily balanced diet -Shows respect for similarities and differences between and among individuals and groups -Identifies ways of coping with emotions -Identifies individuals from whom to accept or reject unknown substances -Names way for self-protection going to and from school and in public places	1	-Walks on four inch balance beam -Hops ten feet on one foot, and then alternate foot -Skips twenty feet -Performs large muscle activities for an increasing period of time -Performs forward roll -Performs flexibility and agility activities (crab walk, bear walk, inchworm) -Jumps individually with short rope -Tosses an object underhand with opposite foot forward -Catches four inch playground ball bounced or tossed to student -Kicks a slow rolling ball to a target -Marches to the rhythm of an even beat -Exhibits feelings and emotions through movement -Demonstrates knowledge of rules through active participation in two square, hopscotch, and dodgeball

	HEALTH		PHYSICAL EDUCATION
	-Identifies factors in our environment that affect health		-Gives best effort and demonstrates positive attitude
2	-Describes the function of eyes and ears and importance of proper care -Recognizes differences and similarities among organisms and their offspring -Classifies foods in the basic four groups and identifies balanced meals -Relates ways that help one get along with others -Differentiates between helpful and harmful substances in the home and school environment -Demonstrates ways that show acceptance of responsibility for own health -Explains what constitutes an emergency, identifies the people who can help, and knows how to reach them -Identifies ways people can help to keep their surroundings safe and healthful -Identifies the functions of the sense organs	2	-Walks balance beam, heel-to-toe, forward, backward, sideward -Controls arms and legs upon command while lying on flat surface (angels in the snow) -Walks, hops, and runs at different speeds -Crosses horizontal ladder using right and left hands -Performs backward roll -Enters a turning rope and double jumps ten times without missing -Uses overhand motion to throw a ball at a target -Dribbles ball forward with insides of feet -Creates a rhythmic pattern and demonstrates it -Distinguishes between an even and uneven beat through movement -Demonstrates knowledge of rules through active participation in kickball, four square, tetherball, and relay races -Plans recreational activities for self during recess -Refrains from criticizing team members when they make an error -Explains what it means to be physically fit
3	-Learns the use of dental floss -Recognizes that the life cycle involves growth, development, aging, and death -Recognizes the effects of overeating and undereating on optimal health -Identifies influences for food choices (cultural, senses, vegetarian) -Demonstrates steps in making a decision -Differentiates between the use and misuse of prescription and nonprescription medications -Identifies common diseases and disorders and methods of control -Learns basic first aid methods for minor injuries	3	-Balances on either foot with eyes closed for five seconds -Performs various locomotor skills on balance beam -Walks/jogs for 100 yards without stopping -Performs straight arm hang for twenty seconds -Performs ten bent-knee sit-ups with arms behind neck, and ten knee push-ups -Controls body while moving to left or right commands -Performs cartwheel -Moves forward while jumping a rope -Bounces a ball with either hand an then with alternating hands -Strikes a softball from a batting tee -Drop kicks an 8 ½" or larger size ball

HEALTH

-Recognizes need for recreation and relaxation
-Identifies characteristics and benefits of correct posture
-Expresses feelings about what growing up means
-Identifies differences between environmental and hereditary effects on organisms
-Relates decision making to short or long-term results 4
-Identifies how personal values and media influence decision making
-Distinguishes diseases caused by micro-organisms from diseases resulting from other factors
-Identifies scientific practices that help protect people from diseases and disorders
-Explains bicycle safety practices and laws
-Identifies health careers
-Identifies basic causes and effects of pollution

PHYSICAL EDUCATION

-Performs several body movements to 3/4 or 4/4 time
-Performs simple dance steps with a partner
-Plays a game and demonstrates knowledge of rules for soccer and softball
-Decides with the group how activities will be played
-Performs roles of captain and squad leader

-Runs 600 yards without undue fatigue
-Performs fifteen bent leg sit-ups and ten straight leg push-ups
-Performs flexed arm hang
-Performs headstand variations, forward and backward roll combinations balance stunts, and spotting techniques
-Jumps ten consecutive times when turning a rope individually
-Hits a slow-pitched ball with a bat
-Catches and throws overhand
4 -Performs basic passing, shooting, and dribling skills in modified basketball activity
-Foot dribbles a soccer ball around four obstacles
-Performs underhand serve and catch returns in a modified volleyball activity
-Participates in long jumps, starts, sprints, and baton passing
-Throws and catches a football
-Creates movement sequences using locomotor and axial combinations
-Performs beginning folk/square danc
-Demonstrates knowledge of simple rules in basketball, volleyball, track and field
-Names available recreational activities in the community

	HEALTH	PHYSICAL EDUCATION
5	-Describes the physical, social, and emotional benefits of regular exercise and balances diet -Identifies structure of teeth, gums, and their function -Recognizes changing attitude toward gender roles in career opportunities -Identifies nutrients provided by each of the four food groups and the functions of nutrients in the body -Identifies school and home situations which affect the cleanliness, safety, and quality of foods -Identifies positive and negative consequences when making high risk decisions -Discriminates between reliable and unreliable sources of health information -Describes laws designed to prevent and control health problems -Describes the structure and functions of the body systems	-Passes California Physical Performance Test with 50% proficiency -Explains effects of exercise, fati illness, relaxation, and stress on the body -Identifies an exercise program to satisfy a particular need -Demonstrates shoulder roll, handstand, partner and group stunts -Jumps rope twenty consecutive tim when turning rope individually -Throws and catches a softball at a distance of 45 feet -Strikes a softball tossed from the pitcher's mound -Bounces a ball with alternating hands while running around objects -Shoots a basketball, standing outside the basketball key -Performs the instep kick in soccer -Participates in high jump and middl distance running -Throws a spiral forward pass in football -Performs square dance movements (dosi-do, swing, grand right and left, promenade) -Demonstrates knowledge of the basic rules of flag football -Exhibits cooperative attitude in competitive games
6	-Identifies high risk factors that contribute to cardiovascular disorders -Identifies unique physical and socail characteristics during adolescence -Compares and contrasts the cost of foods according to nutritional value -Understands importance of setting realistic goals according to individual strengths and weaknesses -Describes how values and needs influence personal decisions to use or not to use specific substances -Identifies individuals who have made major health contributions -Identifies ecological conditions that may alter a healthful and safe environment	-Improves Fifth Grade scores in Cal fornia Physical Performance Test -Understands why it is necessary to warm-up muscles before vigorous exercise -Performs handspring, dive roll and movement sequences in tumbling act vities -Catches flies and grounders with glove -Throws for accuracy -Performs one-hand set shot, lay up, free throw, dribble/pass, and guarding techniques in basketball game -Performs bump, serve, set, overhan and one-hand hit in volleyball -Performs dribble/pass, heading, thr ins in soccer game -Passes football for distance and ac curacy; punts football -Creates and performs entire creativ dance with a group -Performs basic round dance movement (step-hop, swing, two-step, polka)

	HEALTH		PHYSICAL EDUCATION
			-Identifies basic rules and vocabulary of baseball, basketball, volleyball, soccer, football, and track and field -Lists skills to officiate and refere a variety of sports and games
7	-Demonstrates an understanding that a continuing relationship exists between personal behavior and health -Shows an understanding of physical development and bodily changes that occur during puberty -Analyzes food choices and meal plans -Identifies people and programs who can help with problems -Describes and discusses substances that may interfere with body functions -Recognizes the effect of peer pressure on responsible decision making -Discusses major communicable diseases and their effects -Develops factors to consider when evaluating, selecting, and using health products, services, and information -Learns standard first aid procedures for emergency situations -Identifies community resources that provide medical and social services -Identifies the value of maintaining a clean and healthful environment -Explains the interrelationships among body systems including the reproductive system	7	-Jogs to maintain heartrate at the correct intensity -Identifies relationship between physical fitness, positive self-image, and health -Demonstrates an awareness of using fitness activities during leisure time -Demonstrates proper techniques in selected team and individual sports and fitness activities -Increases level of competency of basic motor skills and sports skills -Performs various body movements in response to 2/2, 3/4, and 4/4 time -Demonstrates locomotor and axial movements in relation to time, space, and energy -Identifies rules and strategies for team and individual sports -Performs assignment to complete group, team, or individual task -Accepts and responds to constructive suggestions for improvement -Demonstrates good sportsmanship, self control, and awareness of self in relationship to others
8	-No specific health curriculum is offered at eighth grade -Related topics are included in the science curriculum	8	-Continue reinforcement of skills previously introduced, with emphasis on sports and games

ORAL LANGUAGE

-Hears similarities and differences
-Identifies common sounds and points to corresponding objects or pictures
-Reproduces rhythmic language patterns
-Matches size, shape, and color
-Follows directions
-Sorts and classifies
-Identifies main idea
-Uses critical thinking in dis-
K cussion
-Uses place words such as in, on, under
-Names basic body parts
-Uses descriptive words
-Speaks in complete sentences
-Dictates stories
-Repeats a message
-Shares information and ideas
-Discusses pictures, study prints, and graphs
-Tells own names and address
-Tells school name
-Tells month and day of birth
-Participates in discussion
-Listens to stories and poems

-Hears similarities/differences in letters
-Repeats poem, song
-Supplies missing words in context
-Uses words with multiple meanings
-Uses figurative language
-Uses plural forms
1 -Uses contractions/possessives
-Classifies and gives reasons
-Recalls sequence in selection read orally
-Recalls story detail
-Uses critical thinking in discussions
-Expands simple sentences
-Uses pronouns
-Uses correct verb forms
-Tells telephone number and address (number, street, city, and state)
-Tells alphabet in order
-Discusses maps and tables
-Summarizes a short story
-Listens to literature (fiction, non-fiction, poetry, drama)

WRITTEN LANGUAGE

-Copies lines and circles
K -Copies letters of the alphabet
-Prints first and last name

-Copies words using left to right progression
-Writes upper and lower case manu-
-Copies dictated stories
-Writes beginning consonant sounds
-Writes sight vocabulary words
-Writes complete sentences
-Selects and uses nouns
-Uses capital letters properly
1 -Uses period and question mark correctly
-Prints first and last names
-Proofreads own material
-Writes about personal experiences
-Writes about a given subject
-Writes couplets

	ORAL LANGUAGE		WRITTEN LANGUAGE
2	-Identifies number of syllables -Expands vocabulary -Interprets figurative language -Uses prefixes/suffixes -Makes simple comparisons -Differentiates between fact and opinion -Uses critical thinking in discussions -Uses varied sentence patterns -Listens to literature	2	-Writes consonants in medial and final position -Writes singular and plural nouns -Uses critical thinking -Expands simple sentences -Writes pronouns -Uses correct verb forms -Indents for paragraphs -Writes letters and addresses envelopes -Writes name and address -Edits and proofreads -Uses alphabetical order -Writes a title and opening sentences -Writes rhymed or free verse
3	-Differentiates between general and specific information -Expands vocabulary -Uses synonyms/antonyms -Understands similes -Sequences information -Supports main idea with details -Presents ideas logically -Uses critical thinking in discussions -Uses body movement and voice effectively in communication -Uses questioning techniques to gather information -Summarizes information -Listens to literature -Tells about self	3	-Writes upper and lower case cursive letters -Writes words using vowel patterns -Writes abbreviations -Expands spelling skills -Extends use of plurals -Extends use of plurals -Forms compound words -Writes contractions and possessives -Writes directions -Uses classification -Uses sequence -Uses critical thinking -Uses commas -Extends use of capitalization -Selects and uses adjectives -Uses subject and predicate agreement -Edits and proofreads -Summarizes information -Writes an ending -Writes structured poetry
4	-Uses specialized vobulary -Uses sequence words -Identifies persuasive techniques -States relationships among ideas, information, and happenings -Uses critical thinking in discussions -Listens to remember important information -Interviews -Gives oral reports -Listens to literature	4	-Refines cursive writing -Spells words with silent letter patterns -Writes functional words -Writes and spells homonyms -Uses synonyms and antonyms -Writes similes -Uses prefixes and suffixes -Writes fact and opinion statements -Presents ideas logically -Uses critical thinking -Uses exclamation mark -Uses possessive pronouns -Writes more complex sentences -Writes a paragraph -Writes a business letter

	ORAL LANGUAGE	WRITTEN LANGUAGE
		-Completes forms -Edits and proofreads -Constructs table of contents -Extends research skills -Writes reports -Writes about self -Uses character development and description -Expands poetry writing
5	-Expands vocabulary -Understands metaphors -Uses critical thinking in discussion -Refines oral presentation skills -Listens to literature	-Refines spelling skills -Uses figurative language -Uses sequence words -Uses critical thinking -Writes more complex sentences -Selects and uses adverbs/adverbial phrases -Writes dialogue 5 -Makes an outline -Extends use of commas -Uses pronoun/antecedent agreement -Edits and proofreads -Extends research skills -Uses story setting -Expands poetry writing

ORAL LANGUAGE

6

- Expands vocabulary
- Tells stories
- Uses critical thinking in discussion
- Refines oral presentation skills
- Listens to literature
- Uses timeline to discuss self

WRITTEN LANGUAGE

6

- Refines spelling skills
- Uses similes and metaphors
- Uses persuasive techniques
- Uses critical thinking
- Completes detailed forms
- Edits and proofreads
- Extends research skills
- Writes a multi-referenced report
- Writes a fictional story (title, plot, setting, and character description)
- Uses rhyme scheme

ORAL LANGUAGE

7

- Expands vocabulary
- Listens to literature
- Uses critical thinking in discussion
- Refines oral presentation skills
- Participates in oral and choral reading
- Critiques oral presentations

WRITTEN LANGUAGE

7

- Edits, proofreads, and revises
- Refines spelling skills
- Uses critical thinking
- Writes paragraphs using the four forms of discourse: argumentation, description, exposition, and narration
- Evaluates written composition
- Writes multi-paragraph composition including introdution, body, and conclusion
- Uses systematic outlining procedures in organizing ideas for writing
- Refines creative writing skills

ORAL LANGUAGE

8

- Expands vocabulary
- Listens to literature
- Uses critical thinking in discussion
- Develops voice techniques in oral reading
- Refines oral presentation skills
- Refines oral interpretation of literature
- Develops dramatic techniques
- Participates in oral and choral reading
- Critiques oral presentations

WRITTEN LANGUAGE

8

- Edits, proofreads, and revises
- Refines spelling skills
- Uses critical thinking
- Writes compositions using the four forms of discourse: argumentation, description, exposition, and narration
- Evaluates written composition
- Completes job-related forms
- Writes autobiography
- Develops note taking skills
- Conveys mood, tone, and attitude
- Develops bibliographic techniques
- Refines creative writing skills
- Uses different points of view in writing

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
Inter-personal	**AWARENESS**		
1. Student will develop an awareness of self-knowledge and inter-personal skills.	Student will be aware of the unique personal characteristics of his/her and others.	Student will describe his/her appearance and his/her favorite activities. (Kindergarten) Student will describe ways student cares for his/herself. (Kindergarten) Student will recognize special or unsual characteristics about his/herself. (first grade) Student will recognize special or unsual characteristics about others. (second grade) Student will describe his/herself accurately to someone who does not know him/her. (third grade)	
Liferoles			
2. Student will develop an awareness for liferoles, settings, and events.	Student will gain an understanding of his/her life roles settings, and events.	Student will describe areas where he/she is self-sufficient. (Kindergarten) Student will describe how exercise and nutrition affect his/her physical health. (first grade) Student will describe how he/she cares for his/her physical health. (second grade) Student will describe how he/she cares for his/her mental health. (third grade)	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
	AWARENESS		
Career Planning 3. Student will develop an awareness of life career planning.	Student will be aware of his/her attitudes and values in relationship to career planning.	Student will describe the responsibilities of adults they know, (third grade)	
Environment 4. Student will develop and incorporate an awareness of his/herself and his/her environment.	Student will be aware of his/her responsibility in his/her environment.	Student will describe responsibilities he/she has in his/her environment. (first grade) Student will give such examples of his/her environment as his/her address and the way from school to home. (second grade)	
	ORIENTATION		
Inter-personal 1. Student will develop an understanding of self-knowledge and inter-personal skills.	Student will demonstrate an understanding of the importance of unique personal characteristics and abilities in his/herself and others.	Student will analyze how people are different and how they have different skills and abilities. (fourth grade) Student will recognize that he/she is important to his/herself and others. (fourth grade) Student will specify those personal characteristics and abilities that he/she values. (fifth grade) Student will analyze how characteristics and abilities change and how they can be expanded. (sixth grade)	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
		Student will understand what stress mean and describe method of relaxation for handling stress. (sixth grade)	
Life roles 2. Student will be presented with life roles, settings, and events.	Student will acknowledge the inter-active effects of life-styles, life roles, settings, and events in his/her life.	Student will indicate methods that lead to effective cooperations with children and adults. (fourth grade) Student will be able to determine those situations that produce unhappy or angry feelings and how he/she deals with these feelings. (fifth grade) Student will describe his/her relationship with family members. (fifth grade) Student will analyze the skills needed to make and keep friendship. (sixth grade) Student will know his/her responsibilities and can be trusted to do them. (fourth grade)	
Career Planning 3. Student will be orientated with life career planning.	Student will demonstrate a growing understanding of how attitudes and values affect life career planning.	Student will know his/her responsibilities and can be trusted to do them. (fourth grade) Student will know his/her responsibilities and evaluate their affect on others. (sixth grade)	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
Environment			
4. Student will understand his/her ability in relationship to manage his/her environment.	Student will recognize the importance of assuming his/her responsibility for his/herself and for managing his/her environment.	Student will analyze how growing up requires more self-control. (fifth grade) Student will know his/her responsibilities and evaluate their effect on others. (sixth grade)	
	EXPLORATION		
Inter-personal			
1. Student will explore self-knowledge and inter-personal skills and how they relate to various occupations.	Student will show appreciation to his/her unique personal characteristics and abilities in relation to various occupations.	Student will compare his/her characteristics and abilities with those of others and will accept the differences. (seventh grade) Student will distinguish between things helpful and harmful to physical health. (seventh grade) Student will distinguish between things helpful and harmful to mental health. (eighth grade) Student will value his/her unique characteristics and abilities. (ninth grade)	
Life roles			
2. Student will explore various life roles, settings, and events.	Student will understand the inter-active effects of life-styles, life roles, settings, and events.	Student will evaluate ways peers and adults interact. (seventh grade) Student will analyze effective family relationships, their importance, and how they are formed (ninth grade)	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
Career Planning			
3. Student will explore the aspect of life career planning	Student will desplay knowledge in life career planning through his/her attitudes and values.	Student will describe the present skills and predict future skills. (eighth grade) Student will analyze when he/she takes responsibility for his/herself and when he/she do not. (ninth grade)	
Environment			
4. Student will develop and explore his/her ability to assume responsibility for his/herself and to manage his/her environment.	Student will understand the importance of assuming his/her responsibility for his/herself and for managing his/her environment.	Student will predict methods he/she may uses in caring for mental emergencies. (ninth grade) Student will evaluate how responsibility helps manage his/her life. (eighth grade)	
	PREPARATION		
Inter-personal			
1. Student will prepare his/herself through indirect job participation.	Student will assume responsibility for his/herself and manage his/her environment.	Student will analyze how characteristics and abilities developed. (tenth grade) Student will affectively reduce his/her stress during tension, producing situation. (tenth grade) Student will specify which characteristics and abilities he/she appreciates most in his/herself and others. (eleventh grade) Student will appreciate his/her uniqueness and encourage that uniqueness. (twelfth grade)	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
Life roles			
2. Student will make preparation from his/her knowledge of life roles, settings, and events.	Student will express futuristic concerns and will imagine his/herself in these situations.	Student will evaluate personal learning and study skills and explain how they can improve. (tenth grade) Student will continuously evaluate the effect his/her leisure-time activities have on his/her physical and mental health. (eleventh grade) Student will analyze his/her own personal skills that have contributed satisfactory physical and mental health. (twelfth grade)	
Career Planning			
3. Student will be acquainted with life career planning.	Student will demonstrate a growing ability to generate decision-making alternatives and gather necessary information for life career planning.	Student will describe career decisions he/she has made that were based on he/she attitudes and values. (tenth grade) Student will predict how his/her developed learning and study skills can contribute to work habits in the future. (eleventh grade) Student will identify decisions he/she has made and analyze these decisions. (eleventh grade) Student will evaluate ways he/she personally learn and predict how learning may change in the future (twelfth grade)	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
		Student will implement the decision-making process in making decisions. (twelfth grade)	
Environment 4. Student will develop and incorporate an ability to assume responsibility for his/herself and manage his/her environment.	Student will assume responsibility for his/herself and manage his/her environment.	Student will show how he/she manages his/her environment. (tenth grade) Student will assess how those times of avoiding responsibility hinders his/her ability to manage his/her environment effectively. (eleventh grade) Student will assess how taking responsibility enhances his/her life. (twelfth grade)	

AREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
6. For the student to study various occupations and occupation clusters and to identify entry level skills.	As a result of reviewing the available career resources with the peer counselor, the student will be able to identify relevant labor market information relating to his own interests.	The student will participate in job search in the career center utilizing V.I.E.W., D.O.T., The Occupational Outlook Handbook. The student will describe the relationship between his academic strengths and his tentative career choice.	
7. To explore the specific skills necessary to be a ____________?	To explore the job market for available positions; D.O.T., V.I.E.W., The Occupational Outlook Handbook for what duties and salary to expect; what training is necessary to become ___________.	The student will visit career center and work together with a career advisor.	
8. For student to identify and understand the preparation needed to achieve his specific career and educational goals.	To provide the student with materials to help him understand how to reach his career and educational goals.	The student will view filmstrips on career or educational choice. The student will participate in activities from the Peer Group Counseling Packet. (i.e. Values, Decision-Making, and Goal-Setting)	
). The student will become involved in a job and have other experiences which will develop confidence in their ability to hold a job.	After attending weekly meetings with the supervisor and peer counselor, the student will be able to identify his own strengths, weaknesses, and values as they relate to the labor market.	The student will explore the job market by visiting worksites relating to his career interests. The student will participate in weekly meetings, groups and individual counseling.	
). To develop the student's ability to select elective ourses related to his aca- emic strengths and his area f career interest.	After taking the CAPS and the COPS, the student will be able to work with the career center technician to assess his academic strengths and area(s) of	The student will complete the appropriate inventories. The student will participate in a selection of possible elective	

CAREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
1. To develop the student's career/self awareness.	To understand self in terms of characteristics and attributes; to recognize uniqueness of self; relate experience to future jobs; identify personal interest.	The student will complete a self-concept survey. See a counselor for curriculum purposes.	
2. For student to be exposed to different educational and career opportunities.	Student will be aware of career center activities and services. Student will be exposed of numerous educational and career facilities.	Student will visit career center and become aware of available resources with peer counselor's assistance. Peer counselor will encourage student to visit an educational or career facility of interest to the student. Student will attend or participate in a career awareness seminar.	
3. For the student be become aware of the wide range of occupations through direct experiences and use of various types of instructional media.	After viewing a filmstrip, the student will be able to identify what information is needed about one's self to make a sound career decision.	The student will view a filmstrip in the career area of his interest.	
4. For the student to identify and understand his own unique personal characteristics relating to making appropriate occupational plans.	After taking the available assessments, the student will be able to identify his abilities, interests, and values as they relate to the jobs.	The student will take the COPS/CAPS/Work Values Inventory. The student will list his academic strengths.	
5. To improve youth's attitudes about work and self.	To provide counseling to enrollee. To insure, insofar as possible, a positive experience at work	Work with the peer counselor and worksite supervisor to maintain a good attitude while on the job.	

REER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
11. To help the student use his/her areas of strength to achieve employment.	To increase students interest in obtaining employment.	The student will take the COPS and/or CAPS. The student will work with Career Specialist.	
12. To help the student receive training in job search skills.	To enhance student job seeking skills.	Student will practice by completing job applications, resume writting as well as role playing interviews.	
13. To help the student receive job market information.	To provide job market information.	The student will receive guidance on utilizing the Occupational Outlook Handbook.	
14. For the student to learn about educational and career opportunities within college and vocational schools.	Student will research possible opportunities within college and vocational schools.	Listen to speakers on/college and vocational schools. Check out and read books on college and vocational schools. Talk with Career Guidance Specialist or Coordinator.	
15. For the student to view and learn about the military as a possible educational and career opportunity.	The student will research possible opportunities offered within the armed forces.	Listen to speakers about military opportunities. Read books on military careers. View filmstrips on armed forces. To visit a military recruiter.	
16. For student to discuss relevant personal concerns with guidance counselor.	Student will develop a positive self-image, enhance self esteem, and develop good social skills.	View filmstrips on "Understanding Myself". Check out and read books on "Understanding Myself".	

AREER DEVELOPMENT GOAL	SHORT TERM OBJECTIVE/S	ACTIVITIES(CAREER/ACADEMIC)	EVALUATION(ACCOUNTABILITY)
17. Student will be able to identify his/her educational and career goals and make steps toward accomplishing them.	The student, through proper guidance, will be able to identify how to reach his educational or career goals.	Student will visit career center and talk with Career Guidance Specialist or Peer group counselo and make priority checklist of what steps need to be taken to reach educational or career goals Talk with school counselor and work experience coordinator to research job market. Student will attend seminars related to his area of career and educational interest. Student will research the available financial opportunities (Help for continuing education.	
18. Student will be able to evaluate self realistically in terms of interest and ability.	Student will complete the necessary assessments to make evaluation of self realistically.	Student will complete the COPS and/or CAPS. Student will meet with peer group counselor or career guidance specialist for assessment results and research of area of results.	
19. To increase the student school survival skills.	After reviewing filmstrips on school survival skills, the student will have a more complete understanding of these skills.	The student will consult their guidance coordinator regarding school survival skills. The student will view filmstrips on school survival skills.	

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